DOCUMENT RESUME

ED 065 383 SO 002 540

TITLE	Focus on Man: A Prospectus. Social Studies for Utah School.
INSTITUTION	Utah State Board of Education, Salt Lake City.
PUB DATE	71
NOTE	390p.
EDRS PRICE	MF-$0.65 HC-$13.16
DESCRIPTORS	*Affective Behavior; *Behavioral Objectives; Cognitive Development; *Cognitive Objectives; Curriculum Guides; Educational Objectives; Elementary Grades; Personal Values; Secondary Grades; *Social Studies; Social Values; Teaching Guides; *Values
IDENTIFIERS	National Council for the Social Studies

ABSTRACT

This Prospectus identifies basic societal values, behaviors, and understandings and develops two major purposes: 1) to bring the social studies programs into focus and guarantee their relevancy for each student and, 2) to provide a usable pattern for an organization by which each teacher can assist students in building better citizenship. Goals for education are listed; policy on controversial issues is stated; and a social studies definition precedes the outline of scope and sequence of instruction outline. Social goals and related focal points are broadly outlined, and then, in a detailed 'preparation for instruction' section, the abstract social goals are changed by a three-step process into a form in which one aspect of each goal is ready for teacher presentation in the classroom. To assist in developing social studies skills, instructional flowcharts and model units are outlined. No one teaching method or strategy is stressed, the processes of providing experiences for children and youth rest with the individual teacher. Social goals developed by the National Council for the Social Studies are utilized in developing the curriculum proposals. (JMB)

ED 065383

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

FOCUS ON MAN
A Prospectus

SOCIAL STUDIES
FOR UTAH SCHOOLS

UTAH STATE BOARD OF EDUCATION
Office of the State Superintendent of Public Instruction
Lerue Winget, Deputy Superintendent for Instruction
Quentin E. Utley, Administrator, General Education
Allen E. Bauer, Specialist - Social Studies Education
Salt Lake City, Utah - 1971

"WERE I TO AWAIT PERFECTION, MY BOOK WOULD NEVER BE FINISHED."

Tai T'Ung
History of Chinese Writing
1300 A.D.

STATE BOARD OF EDUCATION

Sheldon S. Allred
219 North Carbon Avenue
Price, Utah 84501

Mrs. Esther R. Landa
2150 Sunnyside Avenue
Salt Lake City, Utah 84108

Arthur H. Lee
Bicknell, Utah 84715

A. Reed Morrill (Dr.)
895 North 150 East
Provo, Utah 84601

John L. Owen (Dr.)
1100 South 2nd West
Wellsville, Utah 84339

Karl I. Truman
Minersville, Utah 84752

N. Russell Tanner
1744 - 24th Street
Ogden, Utah 84401

Lamont F. Toronto
2328 Country Club Circle
Salt Lake City, Utah 84109

Mrs. Helen B. Ure
3105 Imperial Street
Salt Lake City, Utah 84106

Walter D. Talbot (Executive Officer)
Superintendent of Public Instruction
1400 University Club Building
Salt Lake City, Utah 84111

LaPreal Wight (Secretary)

STATE TEXTBOOK COMMISSION AND STATE COURSE OF STUDY COMMITTEE

Oral L. Ballam, Dean
College of Education
Utah State University
Logan, Utah 84321

Mrs. Loretta Cline
2260 Belaire Drive
Salt Lake City, Utah 84109

McRay Cloward, Dean
School of Continuing Education
and Public Services
Southern Utah State College
Cedar City, Utah 84721

C. Bryce Draper, Superintendent
Cache School District
Logan, Utah 84321

Mrs. E. E. Ericksen
252 University Street
Salt Lake City, Utah 84102

T. Lavoy Esplin, Superintendent
Washington School District
St. George, Utah 84770

Stephen P. Hencley, Dean
Graduate School of Education
University of Utah
Salt Lake City, Utah 84112

Mr. Harold A. Schlueter
P. O. Box 153
Heber City, Utah 84032

Mr. Karl Shisler
Roosevelt, Utah 84066

Bernell Wrigley, Superintendent
Davis School District
Farmington, Utah 84025

Walter D. Talbot (Chairman)
Superintendent of Public Instruction
1400 University Club Building
Salt Lake City, Utah 84111

Lerue Winget (Secretary)
Deputy Superintendent
Office of Instruction Services
1400 University Club Building
Salt Lake City, Utah 84111

Jennie W. Kearl (Assistant Secretary)
Special Project Coordinator
1400 University Club Building
Salt Lake City, Utah 84111

SOCIAL STUDIES CURRICULUM COMMITTEE

College and University

Dr. E. Malcom Allred
Professor, Department
Elementary Education
Utah State University

Dr. Davis Bitton
Asso. Professor of History
University of Utah

Dr. Albert Fisher
Chairman, Department
of Geography
University of Utah

Dr. Eugene R. Holman
Dean of Students
Southern Utah State College

Dr. Jon K. Davis
Assis. Professor of
Education
University of Utah

Dr. Martha Monroe
Head, Dept. of Education
Westminster College

Dr. J. Kenneth Davies
Professor of Economics
Brigham Young University

Administrators and Supervisors

Gerald Raat
Ass't Superintendent
Ogden City School District

Spencer M. Bennion
Social Studies Specialist
Salt Lake District

Michael Cannon
Social Studies Specialist
Granite District

Louis W. Jensen
Principal
Jackling Elementary
Granite District

Knight B. Kerr
Principal
West High School
Salt Lake District

Millward D. Robinson
Principal
Salina
Sevier District

Dennis E. Nelson
Superintendent
Park City District

Kay Williams
Assistant Principal
Dixon Jr. High
Provo District

Secondary Teachers

Larry Wilson
Social Studies Teacher
Layton High School
Davis District

D. Garron Brian
West High School
Salt Lake District

John T. Bushman
Sandridge Jr. High
Weber District
Roy, Utah

Norman W. Romberger
Cedar City Jr. High
Iron District

Boone Colegrove
Teacher and Supervisor
Jordan District

Elementary Teachers

Edna Robinson
Montezuma School
San Juan District

Rulon Yorgason
Lynn Elementary
Ogden District

Delbert Francom
Hillfield Elementary
Davis District

Roger Olsen
Valley View Elementary
Alpine District

Lois W. Swapp
Kanab Elementary
Kane District

INTRODUCTION

Every society develops an educational system. No matter how primitive it may be or how complex, the society must develop a means whereby its members are prepared to fill functional roles in that society.

In our democratic society, our educational system exists to perform two principle services for society: first, to perpetuate the society, and second, to improve the society. We assume that the best way that these objectives can be achieved is to develop competent, responsible, and sensitive citizens who strive for self-fulfillment within the auspices of total societal well-being.

A major role within our educational system for developing this type of citizen is assigned to social studies education. Social studies education focuses on three major responsibilities.

1. Development of behavioral and value patterns consistent with basic societal goals.
2. Development of knowledgeable persons who have the information needed for wise decisions within our society and natural environment.
3. Development of those skills which allow a person to solve a wide range of problems ranging from personal to societal in scope.

This Prospectus, A FOCUS ON MAN, identifies basic societal values, behaviors, and understandings and suggests that all the social sciences be utilized in reenforcing and developing these.

No area in education is more vital in our time than social studies education. No challenge is more pressing in Utah schools than that of implementing the spirit and practices outlined by this social studies guide for the State of Utah.

Lerue Winget

Dr. Lerue Winget
Deputy Superintendent
Office of Instruction Services

ACKNOWLEDGMENT

The following *Prospectus* for a *Focus on Man* was developed and organized during two summer workshops at the State Capitol Building.

Participants in both workshops included teachers, principals, curriculum specialists, and district supervisors. The personnel, representing grades K-12, came from twelve districts within the State of Utah.

During the course of the workshop, a number of consultants and social science specialists from within and without the State of Utah made invaluable contributions in preparing the participants for the task of formulating this *Prospectus*.

Dr. Irving Morrissett, Director of the Social Sciences Consortium at the University of Colorado, keynoted the workshop and masterfully delineated the problems and probabilities in formulating such a *Prospectus*. His challenges spurred on the participants. His advice to utilize that which is relevant from social studies projects nationwide greatly assisted in structuring the task.

W. William Stevens, Jr., from the Social Science Consortium at the University of Colorado, did an able job in presenting the materials developed by the High School Geography Project.

Specialists from the various social science disciplines aided greatly in clarifying the participants' thinking as they struggled to develop a means of integrating basic social studies themes into a meaningful K-12 sequence. The specialists' insights into and critical analysis of project materials from across the nation helped in purposefully separating the wheat from the chaff as far as the usability and integrity of the materials were concerned. The specialists utilized represented vast experience and recognized competence in their respective fields. They were:

Dr. Douglas D. Alder
History and Director of
Experienced Teacher
Fellowship Program
Utah State University

Dr. Albert L. Fisher
Geography
University of Utah

Dr. Gordon N. Keller
Anthropology
Utah State University

Dr. Brigham D. Madsen
History
University of Utah

Dr. Sterling McMurrin
Philosophy
University of Utah

Dr. Glen Nelson
Economics
Brigham Young University

Dr. Stephen Stanford
Sociology
Weber State College

Dr. J.D. Williams
Political Science
University of Utah

Those specialists in the education field who so ably outlined and evaluated educational criteria for the Prospectus were:

Dr. John Haas (formerly)
Professor of Secondary Education
Utah State University

Dr. Eugene Holman
Dean of Students
Southern Utah State College

J. Clair Morris
Superintendent
Iron County School District

Dr. James Shaver
Director of Educational Research
Utah State University

If there are strengths to be found in this Prospectus, it is due to the good advice given the workshop participants by the specialists. If there are weaknesses, it is due to the participants' human inability to fully implement the recommendation of each specialist.

A special thanks goes to Mrs. Margaret Starks of the Administrative Staff of the State Capitol. Her concern with the physical setting for the workshop and the physical comfort of those participating did so much to insure the success of their efforts.

A word of appreciation to Afton Forsgren of the State Staff who laid much of the foundation for the workshop. An added word of appreciation to Morris Rowley and Dr. Quentin Utley of the State Staff who encouraged the initial inception of this workshop and whose words of advice and support eased many an anxious moment.

WORKSHOP PARTICIPANTS - Summer 1968

Elementary Section

Allen E. Bauer
Social Studies Specialist

Carol Cummings
Provo

Duane Durrant
Alpine

Maxine Fugal
Alpine

Louis W. Jensen
Granite

Dorothy J. Larison
Davis

Roger Olsen
Alpine

Arletta Williams
Davis

Rulon Yorgason
Ogden

Margaret H. Zobell
Cache

Secondary Section

Dale R. Blackham
Granite

D. Garron Brian
Salt Lake

Roger Greenwood
Alpine

James K. Olson
Uintah

John N. Padjen
Salt Lake

David J. Sperry
Murray

Holger B. Tychsen
Tooele

Elva Mary Urie
Ogden

Terry G. Ward
Granite

Garth Wilkes
Morgan

WORKSHIP PARTICIPANTS - Summer 1969

Malcom Allred
Utah State University

Michael Cannon
Granite

Bob W. Colvin
Weber

Antonio Gonzales
Granite

Larry H. Harrison
Tooele

Nellie T. Higbee
Murray

Roger L. Olsen
Alpine

Perry C. Shaw
Salt Lake

Lois W. Swapp
Kane

Kay M. Williams
Provo

Rulon Yorgason
Ogden

FOREWORD

The goal of this PROSPECTUS is to give breadth and depth, meaning and purpose, direction and evaluation to social studies programs. It must open new vistas, challenge ideas, suggest patterns of organization, and inspire students and teachers. A PROSPECTUS allows a better focus on meaningful problems and processes of society while ever enlarging the horizons of each teacher and his students.

This PROSPECTUS has two major purposes: (1) to bring the social studies programs into focus and guarantee their relevancy for each student; and (2) to provide a usable pattern for an organization by which each teacher can assist students in building better citizenship.

The curriculum proposals of this PROSPECTUS are based upon the integrated approach. The beginning place for the integration is the present time as it applies to the individual, his society, and his world. Social goals developed by the National Council for the Social Studies are the means utilized for achieving the first purpose. These social goals are presented on the buff-colored pages of this publication.

Broad social goals, or even a synthesis of these, cannot be taught directly, but should be learned through a process of building insights gradually. The processes of providing experiences for children and youth rest with the individual teacher, assisted and supported by the school, the district, and the State Department of Education. No one teaching method or strategy is stressed in this organization. Induction, inference, intuition, deduction, and exposition each have value when used in light of particular teaching-learning needs and objectives.

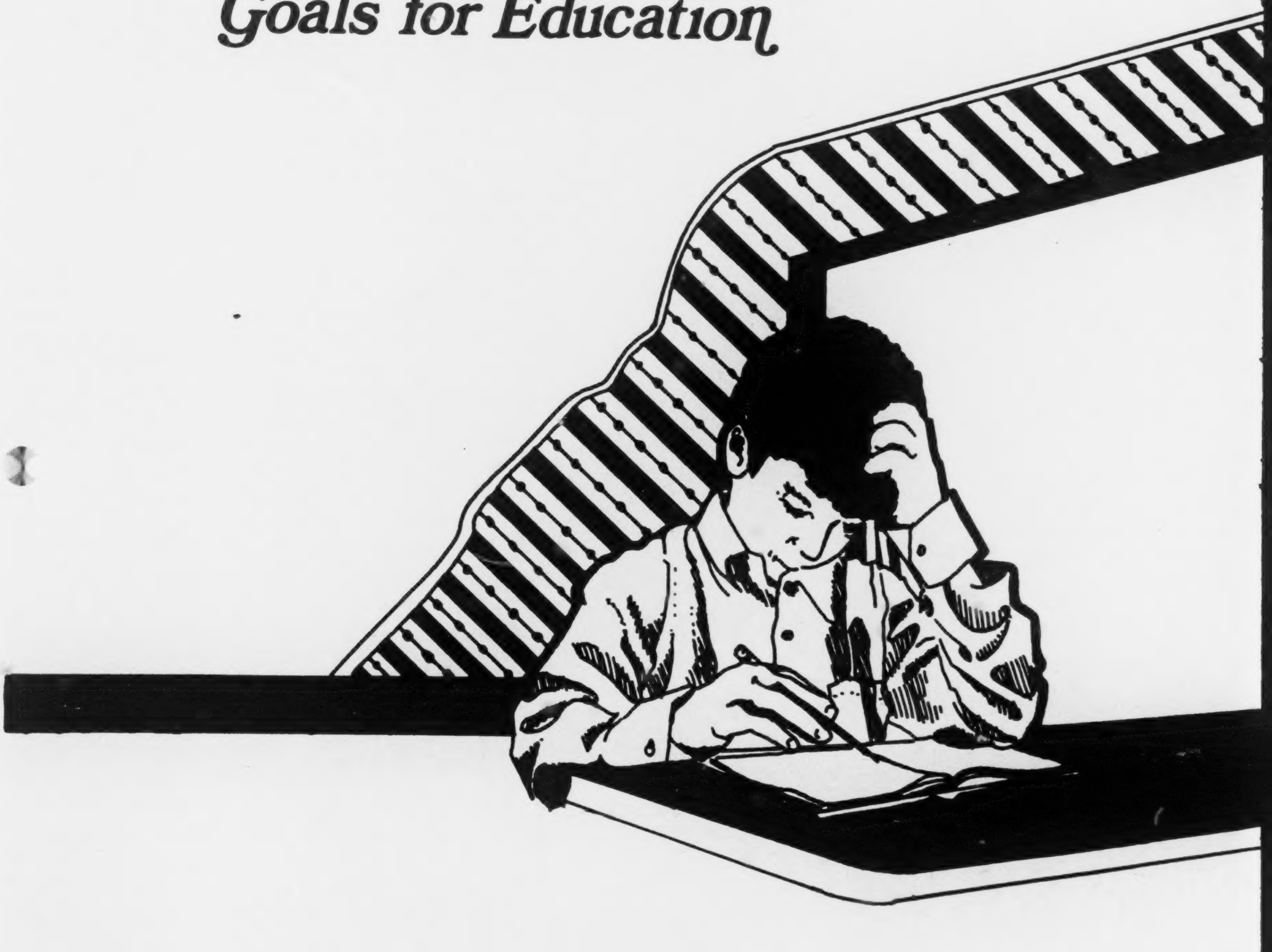
This PROSPECTUS is organized to facilitate continual updating. The loose-leaf binding permits single pages or whole sections to be added or to be removed as teachers plan or as the State Department of Education develops new materials, themes, or projects. Color coding has been utilized as well as tab indexing to facilitate teacher use.

Revision of the PROSPECTUS is scheduled on a five-year cycle. State workshop groups will meet each summer to evaluate and revise the various sections as recommendations are made by individuals and by professional groups at the local level. New sections, or revised parts of the PROSPECTUS, are to be used as the focus for district-sponsored workshops where they will be tested and further evaluated.

TABLE OF CONTENTS

SUBJECT	COLOR ORIENTATION	PAGE
Title Page	White	i
State Board of Education		ii
State Textbook Commission and Course of Study Committee		ii
Social Studies Curriculum Committee		iii
Introduction		iv
Acknowledgment		v
Foreward to the Prospectus		viii
Table of Contents		ix
Goals for Education	Green	1
Social Studies Defined	Yellow	13
Policy on Controversial Issues		15
Scope and Sequence	Gold	17
Social Goals and Related Focal Points	Buff	29
Preparation for Instruction	Orange	57
Primary Grades K-3		
Social Processes at Work in the Life of a Child		60
Social Processes of the Family and School within the Larger Environment		75
Selected Social Functions of Living in the Neighborhood with Appropriate Expansion to the Region, Nation, and the World		89
The Community Processes with Outward Manifestations		101
Intermediate Grades 4-6		
Natural and Societal Inter-Relationships within our Home State		113
The American Civilization and its Place in the Modern World		127
Man in His World Environment		143
Seventh Grade		
My Place in My Changing World		153
Eighth and Ninth Grades		
The Individual and His National and World Culture		163
Tenth and Eleventh Grades		
Institutions, Problems, and Issues with an Individual, State, and National Focus		175
The Development of Social Studies Skills	Red	191
Instructional Flowchart, Checksheet and Model Units	Blue	209
Professional Shelf	Pink	275
Bibliography		275
Basic Goals in Social Studies from the NCSS	Beige	287

Goals for Education



GENERAL GOALS FOR EDUCATION*

No individual will achieve the full measure of his capability nor will he fill a meaningful role as a member of society unless the societal forces which shape him are working for common purposes. Whenever any of these forces, such as the home, the school, or the government, work for divergent goals, it decreases the effectiveness and completeness of the development of the individual. The school, therefore, recognizes and accepts its role in this multiple responsibility for the development of the student.

Realistic goals must be established to give direction to the schools' educational endeavors. The responsibility for the attainment of these goals should be put into proper perspective.

OBJECTIVES FOR EDUCATION

1. The _inquiring mind_ exemplified by a continuing desire for knowledge, a continuing interest in current problems, and the habit of weighing alternatives and creatively applying them to the solution of these problems.

2. A knowledge of fundamental concepts about the world environment and man's relationship to it.

3. Proficiency in the use of modes of communication.

4. A dedication to the task of improving America, striving for solutions to its continuing domestic and world problems, and upgrading the lives of all people.

5. Maintenance of health, achievement of a high level of personal fitness, and the acquisition of wholesome leisure skills.

6. An emotionally stable person.

7. A moral standard of behavior.

8. A knowledge of the interrelationships of nature and the cultural arts and the ability to utilize all of the senses to make aesthetic judgments about the total environment and to enrich his own life.

9. Information and guidance for wise occupational choice.

* Note: Taken from _Designing Education for the Future_ - Eight-State Project.

OBJECTIVES OF EDUCATION

The task of public education is to provide an environment conducive to changed behavior on the part of each learner and to motivate him to achieve the following objectives:

1. The *inquiring mind* exemplified by a continuing desire for knowledge, a continuing interest in current problems, and the habit of weighing alternatives and creatively applying them to the solution of these problems.

   RATIONALE: The development of rational powers is regarded as essential to the preparation of citizens who will make contributions to the solution of mounting scientific and humanistic problems. Educational experiences should provide opportunity to acquire and utilize the skills and competencies of inquiry.

   An individual who achieves this objective is one who:

   a. Identifies and defines problems relevant to him and to society.

   b. Observes accurately.

   c. Seeks and gathers relevant data from many sources and through many experiences--intellectual, physical, social, emotional, and sensory.

   d. Formulates and tests hypotheses, develops tentative conclusions, or suggests alternative solutions, and projects possible consequences of such alternatives.

   e. Continually experiments and objectively evaluates results.

   f. Changes his attitude and behavior in light of new information and understandings and has the courage to defend his point of view.

   g. Discriminates between fact and opinion, reason and emotion.

   h. Tolerates tentativeness of situations and solutions.

   i. Is open-minded--open to new and varied experiences, interested in opinions of others, and is willing to modify his own behavior.

   j. Evaluates issues, information, and authority and challenges those about which he has concerns with the view to improvement.

   k. Contributes pertinent ideas freely.

   l. Strives to discover and develop his own potentialities.

m. Recognizes the nature of his own inadequacies and strives either to overcome them or to live with them.

n. Searches for and respects truth wherever it is found.

2. A knowledge of fundamental concepts about the world environment and man's relationship to it.

RATIONALE: One task of education is to orient the individual to the natural environment in which he must live and work and find his enjoyments and satisfactions. An understanding of basic concepts about the physical and biological world is essential to the accomplishment of this task.

a. Identifies and analyzes interdependencies and interrelationships that exist between man and his natural environment.

b. Manages natural resources wisely, drawing prudently upon them for his present needs while simultaneously insuring perpetuation of those which are renewable.

c. Recognizes that all matter exists in time and space and is subject in some degree to changes with time. Proposes reasons why such changes occur at various rates and in various patterns.

d. Synthesizes data from a wide variety of investigations to demonstrate that matter is composed of units called fundamental particles, and under certain conditions these particles can be transformed into energy and vice versa.

e. Discusses critically the statistical basis for describing the behavior of matter in the universe.

f. Generalizes from many experiences that the universe is constantly changing and evolving toward a state of dynamic equilibrium.

g. Recognizes that matter exists in the form of units which can be classified into heirarchies of organizational levels, e.g., cells, tissues, organs, systems, etc.

h. Demonstrates through discussion and experimentation that units of matter interact and that the bases of all ordinary interactions are electro-magnetic, gravitational, and nuclear forces

i. Analyzes and illustrates the effects of technological developments on man, societies, and the world.

j. Develops and describes mechanical, linguistic, and/or mathematical models used to represent various sets of relationships in describing natural phenomena.

k. Respects the phenomenon of life; critically selects and defines experimentation in which this phenomenon is involved.

l. Recognizes that observations of his environment are based on samples of matter that are accessible to public investigation in contrast to purely private inspection.

m. Explores his natural environment for new interest, continually evaluating such experiences for career and recreational opportunities.

3. Proficiency in the use of modes of communication.

RATIONALE: The complex world of today demands that each individual develop those basic communication skills which will make him an effective contributor to himself and to his society.

An individual who is achieving this objective is one who:

a. Understands ideas expressed through the use of verbal or nonverbal symbols which have unique meanings for particular groups with common backgrounds of experiences, e.g., national, racial, ethical, socio-economic, etc.

b. Makes effective use of verbal and nonverbal clues of feelings and values.

c. Uses language for such purposes as recalling, clarifying, and shaping experience; making connections, speculating, theorizing, celebrating events, etc.

d. Reads, writes, speaks, listens, thinks--as a means of communicating his own ideas and of receiving the ideas of others.

e. Uses language appropriate to the situation (regional and social dialects).

f. Encourages and participates in interpersonal communication.

g. Accurately presents and interprets social and scientific data presented via maps, graphs, charts, tables, etc.

h. Translates mathematical verbal material into symbolic statements and vice versa.

i. Has knowledge of the ways in which the arts communicate the interrelationships, skills, and attitudes of man today and throughout history.

4. A dedication to the task of improving America, striving for solutions to its continuing domestic and world problems, and upgrading the lives of all people.

RATIONALE: Our nation is founded on those beliefs which recognize the dignity and worth of the individual as the paramount responsibility of our society and the family as the basic social unit of that society. Change has brought continuing challenges to these basic beliefs. Since our society and governmental organization function only as well as the citizenry are capable of making competent decisions for meeting these new challenges, it is imperative that each citizen develop these capabilities and utilize them to the fullest extent.

An individual who is achieving this objective is one who:

a. Identifies, evaluates, and consistently applies to his life those values upon which our society is based.

b. Realizes the importance of the home in our society and establishes long-range goals to use as guides in personal and family living.

c. Knows, understands, and appreciates the importance and responsibilities of marriage, of the home, and parenthood.

d. Functions well in the reciprocity of family relationships.

e. Utilizes the services of those social agencies that function cooperatively with the family unit.

f. Accepts others and assumes the responsibility of interacting harmoniously with them based upon the recognition of the cultural, philosophical, socio-economic, and political similarities and differences within our own and among world societies.

g. Participates actively in the resolution of social, political, and economic problems in a manner consistent with established or emerging value systems in our society.

h. Gives active support to the development and implementation of local, state, national, and international programs which provide greater opportunity for people politically, economically, socially, and culturally.

i. Knows and reacts appropriately to goals, functions, and societal implications carried out by social, political, and economic agencies.

j. Develops informed opinions about issues in terms of purposes and consequences and weighs such decisions against the public welfare rather than against the benefits derived for specialized or narrow interest groups.

k. Recognizes and evaluates the increasingly complex and changing role of government and its effect on the individual, the family, the community, the state, the nation, and the world.

l. Recognizes the commonality of man's aspirations and supports activities fulfilling those aspirations to a level commensurate with our economic capability, our ideological values, and our social and political processes.

m. Contributes to the development of an environment which makes it possible for others to become recognized and involved.

5. Maintenance of health, achievement of a high level of personal fitness, and the acquisition of wholesome leisure skills.

RATIONALE: The individual who is achieving this goal is one who:

a. Protects his home, his community, and his nation through practice and support of acceptable sanitary procedures regarding waste disposal, air pollution, water pollution, food handling, etc.

b. Takes appropriate preventative measures against the common diseases of man and also lives in such a way as to prevent the degenerative disease more prevalent in adult life.

c. Practices desirable personal care and grooming and adjusts wholesomely to changes in styles and fashions, weather, seasons, etc.

d. Knows and practices principles of good nutrition as they affect individuals of all ages.

e. Participates in adequate daily activity and rest for maintenance of optimum health.

f. Maintains desirable body weight recognizing the roles that nutrition and exercise play in weight control.

g. Knows and understands both the benefits and hazards of drugs--stimulants, depressants, hallucinogens--on the individual, the family, and society in general and limits the use of drugs to those prescribed or to those needed for minor conditions and illnesses.

h. Refrains from smoking as a result of an understanding of the many health liabilities (emphysema, lung cancer, heart disease, etc.) which result from tobacco use.

i. Resists and refrains from participation in, or the promotion of, health fads and "backyard" and "front porch" diagnosis of, and prescription for ills.

j. Consults with and seeks the service of a physician, dentist, the occulist, or other specialists when necessary.

k. Practices safety in the home, at school, at work, in the outdoors, and on the streets and highways.

l. Drives courteously, skillfully, and defensively.

m. Possesses the understanding, the capability, and the willingness to handle emergency and disaster situations which may involve him.

n. Has developed a desirable level of neuro-muscular coordination commensurate with the learning of a variety of skills usable throughout life.

o. Participates in wholesome leisure pursuits.

p. Recognizes and understands the maturation process in both boys and girls.

q. Makes wholesome and socially acceptable adjustments to boy-girl relationships including respect for the opposite sex, dating, courtship, and his future role as a partner in marriage and as a parent.

r. Is involved in the exciting world of wholesome competition where cooperation, fair play, adherance to rules, and elements of winning and losing are experienced.

s. Displays an acceptable level of personal physical fitness.

6. An emotionally stable person.

RATIONALE: The alarming incidence of emotional instability coupled with the mounting pressures to which groups in our society are being subjected, point to the need for educational programs which contribute positively to the mental health of all students. Each individual must be helped to develop those capabilities which assist him in recognizing emotional problems and in dealing with them effectively.

An individual who is achieving this objective is one who:

a. Has a feeling of personal worth and a positive self-image.

b. Has accurate insights as to his own capabilities and limitations and makes wise adjustments in terms of these realities.

c. Has insights into life's realities and makes adjustments in terms of correcting those which he can change and accepting those which he is powerless to alter.

d. Has an emotional life dominated by positive, healthful emotions such as love, hope, enthusiasm, joy, excitement, contentment, etc.

e. Knows the roles of emotions in his own life and in his interactions with others and is skillful in adjusting to these roles in a positive way.

f. Finds emotional release and rejuvenation by participating in service, recreational, and aesthetic activities.

g. Gains emotional satisfaction from his vocational endeavors.

h. Considers his own future and the future of society in an optimistic way.

i. Recognizes the physical, emotional, intellectual, and social variations in individuals.

j. Is willing to risk failure in his endeavors and accepts the consequences of incorrect decisions.

k. Exemplifies those capabilities which bring personal security and acceptance in appropriate social groups.

l. Recognizes and understands the characteristics of mental illness and knows how and where to seek adequate guidance and counseling.

m. Demonstrates a sympathetic understanding of mental illnesses by assisting the mentally ill to make a satisfactory adjustment within society.

7. A moral standard of behavior.

RATIONALE: To be ethical is to live by moral standards which take into consideration the welfare of self and others. The intelligent acceptance and application of a code of ethical behavior based on accepted values by members of a society is essential to its welfare. Since moral behavior is shaped in particular by an understanding of the effects of human behavior upon the lives of others, formal education has a major responsibility for promoting the moral development of students.

An individual who is achieving this objective is one who:

a. Has analyzed himself in relation to such important questions as "Who am I?" "Where am I going?" "What should I become?" "What is the good life?"

b. Lives consistently by his established code of ethics, drawing upon it when faced with decisions which have implications for his own welfare and that of others.

c. Searches for and respects truth wherever found.

d. Demonstrates respect for people with different cultural and religious backgrounds.

e. Respects differing opinions.

f. Has faced the questions surrounding life and death, and adjusts his behavior in relation to these realities.

g. Demonstrates reverence for life and respects the dignity and worth of the human personality.

8. A knowledge of the interrelationships of nature and the cultural arts and the ability to utilize all of the senses to make aesthetic judgments about the total environment and to enrich his own life.

RATIONALE: Through activity in the arts an individual may achieve harmony with the world and within himself. Education in the arts is aimed at the development of conscience. By cultivating his inner world, man may become equipped to humanize the world outside himself.

An individual who achieves this objective is one who:

a. Uses the arts as a means of self-discovery, self-identity, self-expression, and self-discipline in making a wholesome contribution to society.

b. Recognizes that all art skills can be learned and develops skills in at least one of the art forms.

c. Gains aesthetic satisfaction from nature and sees the relationship between nature and artistic expressions.

d. Gains aesthetic satisfaction and personal enrichment from various forms of cultural or artistic expression.

e. Utilizes all of his senses as a means of perceiving the aesthetic qualities of his environment.

f. Identifies areas of interest in some of the cultural arts and develops skills for creative self-expression.

g. Discusses and demonstrates his knowledge about artistic forms such as art, music, literature, architecture, drama, dance, and so on.

h. Devotes time and resources to the satisfaction of his aesthetic needs and his leisure pursuits.

i. Uses the arts as a means of understanding the cultures and people of the past and present.

j. Helps to make his total environment more aesthetic.

9. Information and guidance for wise occupational choice.

The forces of change are altering long-held American attitudes toward the utilization and conservation of the country's human resources. We are beginning to understand the direct connection between the education of every citizen and our strength as individuals and as a society.

RATIONALE: Effective occupational and career choice must lie in the values and goals of the individual. A basic element in this process is the linking of present actions to future goals. Education more and more becomes the bridge between the student and his future life work which, in turn, gives direction to his education. As an individual moves toward the world of work and his career choice, he will be an individual who:

a. Takes the initiative for decision making.

b. Demonstrates self-understanding in relation to interests, abilities, values, and goals.

c. Demonstrates skills and attitudes relating to personal appearance, social relationships, self-confidence, etc.

d. Sets personal goals, makes wise decisions, and plans for the future.

e. Carries out unpleasant tasks if they are necessary to the achievement of his goal.

f. Identifies the job requirements of broad occupational areas.

g. Has developed the general capabilities essential for meeting job requirements.

h. Works harmoniously in a group.

i. Exhibits an appreciation of the dignity and importance of constructive work.

j. Understands that pay should be commensurate with quality and amount of service performed.

k. Pursues goals with persistence and determination.

l. Is responsible, dependable, and has a wholesome attitude toward employment and service.

m. Is developing personal and family programs leading to economic independence and security.

TEACHER NOTES

Social Studies Defined

SOCIAL STUDIES DEFINED

Social studies is the name given to a field of study, just as mathematics, language arts, and science are the names given to other fields of study. The field which we call "social studies" is concerned with human life--past, present, and future; it deals with the basic needs of people, citizenship, education, institutions developed by man, and man's relationships to his natural environment. It attempts to explain human interactions and the various forces affecting it whether these be natural or man-made.

Social studies is based upon principles developed and refined by generations of mankind. Foremost among these principles are: (1) an affirmative recognition of the dignity and worth of each person, (2) the acceptance of responsibility for one's own welfare and the well-being of his fellowmen, and (3) implementation through democratic processes. Anthropology, economics, geography, history, philosophy, political science, psychology, and sociology as well as other behavioral sciences should be utilized by social studies educators in helping the individual achieve to his optimum level of success and perception.

A RATIONALE FOR CHANGE IN THE SOCIAL STUDIES

Will Rogers is reported to have said, "Things ain't what they used to be and probably never was." One might add, "That's right. And things ain't what they're going to be, either."

The distinguishing characteristic of the latter half of this century is the increasing rapidity with which change is occurring in all phases of human activity. Scientific discoveries have given birth to technological advancements in activities of peace and war, on the domestic scene as well as in foreign lands. These technological achievements have challenged old social patterns, threatened traditional social values, initiated new social relationships, and established different patterns of social thinking and acting by the individual and by his social organizations. Change has also come to the social studies.

The teacher who interprets learning simply as the acquisition of facts and does not seek to foster the development of critical and analytical thinking by his pupils has, as the proverbial ostrich, put his head in the sand.

That school which is committed to value indoctrination rather than value inquiry and clarification is setting the stage for value rejection by its pupils.

The teacher who underrates the ability of children and youth to learn is downgrading the potential of the next generation and is content with mediocrity.

That school which attempts to shelter children and youth from the so-called harsh realities of life rather than to orient them to the challenges of living is denying them the opportunities of their birthright.

The teacher who limits his pupils to the study of a single discipline (or even two or three) rather than opening the whole vista to them is dishonest to the trust placed in him by the people.

That program which forces pupils into the same content and the same kinds of experiences year after year rather than broadening the horizon of knowledge and deepening the well of understanding places "blinders" upon the aspirations of its pupils.

The teacher who demands conformity rather than fostering creativity, kills the genius of the individual.

The acquisition of facts as an end within itself, value indoctrination, erroneous evaluation of pupil ability, false sheltering, restricted scope, circumscribed experiences, and conformity are the characteristics of the poor teacher, the inadequate school, and the useless program. These must be changed--it is simply a matter of individual and national survival.

To the question: "What education is of greatest worth," the social studies teacher answers:

* That education which clarifies values and builds allegiances.

* That education which fosters reflective thinking, inquiry, problem-solving, and questing.

* That education which guides an individual to the discovery of himself.

* That education which enables man to serve his fellowmen.

POLICY ON CONTROVERSIAL ISSUES

Parents, administrators, and teachers should be aware of the fact that it may be treasonable to advocate some things but may be DISASTROUS to our nation if we fail to teach about them and thus alert our youth to their dangers.

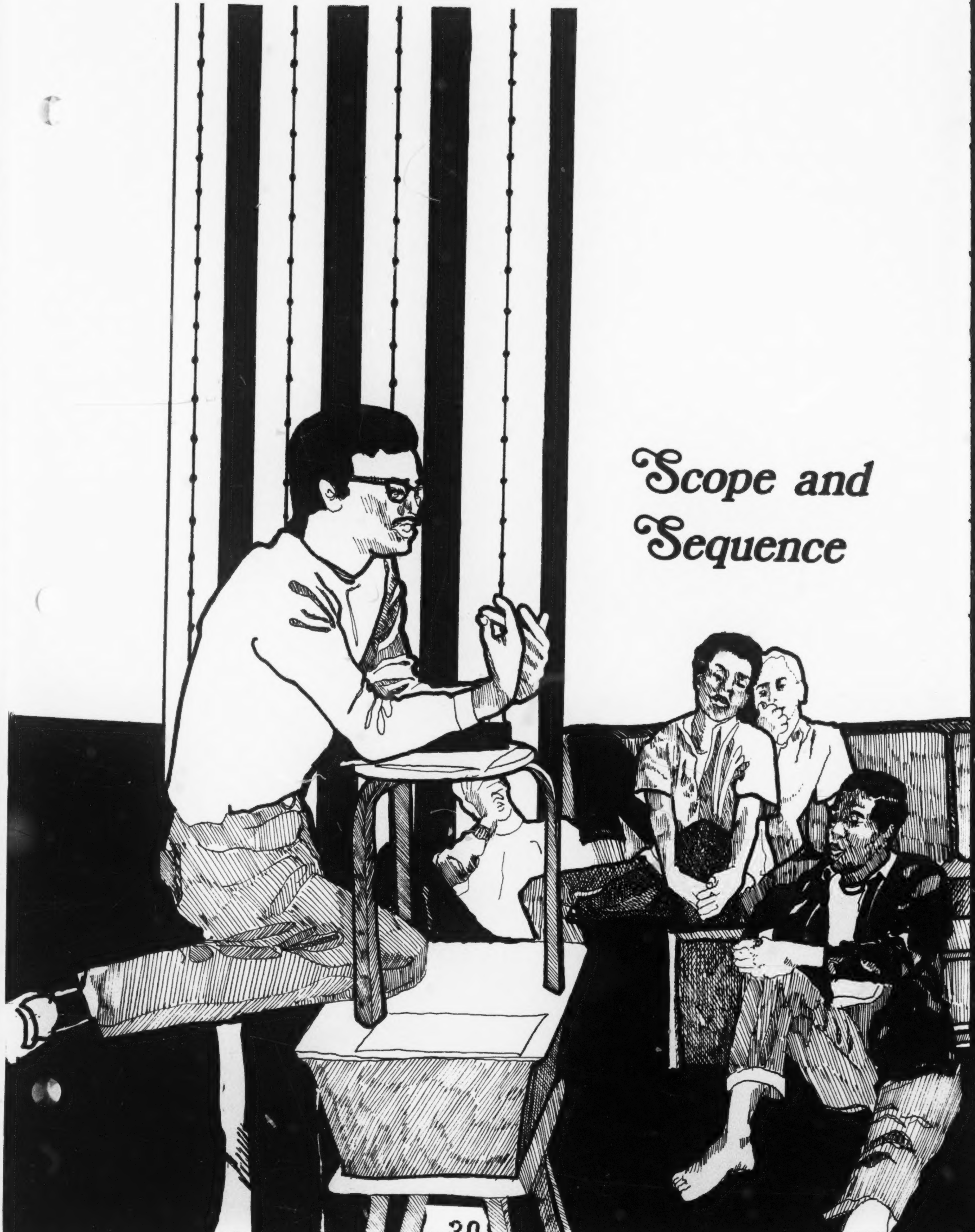
Social Studies by its very nature contains many areas involving differences of opinion. The voicing and resolution of such differences are essential functions of our democratic society. Avoidance of such areas and issues would weaken the preparation our youth receive for their participation as competent citizens.

Every pupil should have the right, under competent guidance and instruction and in an atmosphere free from bias or prejudice, to study any question, issue, or problem which is relevant in his life, is vital to the continuation of our society, and is appropriate to his maturity level.

Administrators, teachers, parents, and students should realize that it is the right of all persons to express an opinion on issues but should insist that such opinions be identified as such and subject to challenge. It should be recognized that in his vital role a teacher need not be neutral but must be fair. Teachers should be aware of their role as guides, not indoctrinators, and should help their students gain clear perspectives of controversial issues through the processes of sound thinking applied to the researching and processing of valid information which leads to wise decisions relative to such issues.

Only the guaranteeing of each individual's freedom to make personal decisions can protect the rights of pupils, teachers, and the patrons of our schools. The failure to guarantee such freedom will undermine the competence of our citizenry in carrying out the essential task of decision making in our society. Such failures provide rich seedbeds for the insidious doctrines of totalitarian movements. Our democracy can only be made strong as we are made aware of our strengths and our weaknesses.

Scope and Sequence



SCOPE and SEQUENCE

Expanding Horizons in the Elementary School

The child's introduction to formal educational patterns marks a transitional point in his life. Activities provided in his school experience will offer opportunities for individual growth in relating to and successfully interacting with all aspects of his natural and man-made environments. Basic to these experiences should be those which enlarge the child's capabilities of self-decision, interaction, and self-direction. Educational planning will focus on the development of those skills, values, and insights which allow meaningful participation in all social processes.

Planning vehicles will be organized so as to begin with the familiar, here and now, and widen horizons until he can embrace the far away, present and past. It is expected that diversity and individuality be recognized, understood, and respected. Tensions created by social, economic, or ethnic differences should be studied objectively and compassion for all mankind encouraged. All disciplines of the social sciences will be drawn upon to help the child better define his world and its relationship to him. A major emphasis will be on the development in the learner of an increasing awareness of the commonality of human needs and aspirations.

SCOPE and SEQUENCE

PRIMARY GRADES
K-3

For the primary grade child, the school becomes a social laboratory. Within this laboratory, he will develop social awareness and social skills through actual practice and experience. Experiences must maintain a close-to-life integrity. The more alternative ways that can be provided for a child to gain life success capabilities, the more successful the program will become. In light of the wide range of individual differences exemplified in children at these ages, the pseudo-concern of teachers relative to duplication of experiences becomes meaningless. It is the school's role to use the individual as the basis for planning, not a rigid structed sequence.

SOCIAL PROCESSES AT WORK IN THE LIFE OF A CHILD

The learning of social processes becomes the basis for the total social studies program. Each activity is essentially a social experience. It is a time for speaking and listening, visiting and valuing, participating and reacting, observing and doing, usually with others, sometimes alone.

Through the social processes, a child begins to sense how others feel about him, whether or not his ideas count, whether his peers consider him an accepted group member, and whether what he does makes a difference. From these impressions, comes his opinion of his self-worth and from this self-image his tendency to become a success or failure oriented individual.

SOCIAL PROCESSES OF THE FAMILY AND SCHOOL WITHIN THE LARGER ENVIRONMENT

The family and school are natural psychological and experiential springboards for widening social perspectives for children. Each is a mini-culture. Each requires the acquisition and practice of social skills in order for the individual to find success and fulfillment. The child's individual background is the basis upon which he builds his new perceptions. His learning experiences must seize upon his natural inquisitiveness, his awakening utilization of his senses, and his desire to find success. Much of his questing and searching must be done outside his classroom setting in the school and neighborhood environment. His heightened perceptions must include an increased perception of the roles of individuals as they function in their social setting.

SOCIAL FUNCTIONS OF LIVING IN THE NEIGHBORHOOD AND COMMUNITY WITH OUTWARD EXPANSION

Social studies experiences will include a study of many functions or facets of living as they are demonstrated in the immediate locality and community setting. Children should have frequent opportunities to associate with these functions and those individuals who provide services or functions in society. As each function is studied, comparisons should be made with earlier times and contrasting societies within the state, nation, and world. Life activities at this level move the child's perception from the actual experience level to the study of life models beyond normal life experiences.

INTERMEDIATE GRADES
4-6

As children progress through the intermediate grade years their increasing proficiency in researching and analytical skills coupled with greater social perception and world awareness will naturally lend itself to the more abstract investigation of the earth and its human cultures. However, as with the primary grades, the basic goal of social studies activities at this level is still the enhancing of each child's ability to relate to life and find continuing success within his social setting.

NATURAL AND SOCIETAL INTER-RELATIONSHIPS WITHIN OUR HOME STATE

Children at this level will continue to expand their social perceptions through activities implied in the fifteen social goals. Here they will gain a more systematic and accurate perspective of the natural world through the study of the geographical attributes of the area and of the social interactions of man with nature. Comparison will be made with other areas of the nation and the world. Change and adjustment in man and nature are key aspects to be developed. Continually opportunities are provided for the student to gain new insights into his expanding roles within an enlarged environment.

AMERICAN CIVILIZATION AND ITS PLACE IN THE MODERN WORLD

As the child gains perceptions of the American culture, its development and current aspects, emphasis will be on the understandings and attitudes which form the basis of our nation's democratic values. Children should examine their basic value structure as it relates to success in life and individual self-fulfillment. Evaluative studies of contributions made by diverse ethnic groups within our society and of contributive leaders within those groups will allow identification with positive life models. Social capabilities in leadership, followership, and self-actualizing roles will be identified and practiced.

MAN IN HIS WORLD ENVIRONMENTS

Cultural studies at this level will not be inclusive but rather representative. Their aim is to treat dimensions of the world's natural and social environments. A limited number of area studies, each focused on a national group that is significant in the modern world including many non-western cultures, will be explored. Students should have the opportunity to compare in an evaluative way model political and economic systems. Learning activities should provide continuing opportunity for students to practice social roles preparatory to adolescence. Stress should be placed on the commonality of human needs and aspirations in all world settings.

JUNIOR HIGH SEQUENCE

7-9

The Individual Gains New Perspectives

The junior high student is typically entering a new social and educational environment. This environment poses new challenges and provides new opportunities for the student. It also requires new and enlarged social and intellectual skills. Learning experiences for students must be provided which will allow each student to cope successfully with the challenges and to utilize advantageously the opportunities while gaining increased intellectual and social capabilities.

The development of a positive self-image in every student should be a priority for teacher planning during the years. This will require the planned development in each student of those evaluative and manipulative skills which contribute to life success.

The junior high years are pivotal and crucial in the student's school experience. During these years students are characterized by a quest for self-understanding and fulfillment, the need for acceptance, a natural inquisitiveness, compulsive enthusiasm, a rapidly expanding awareness of personal capabilities, and a strong urge to become more involved in the world about him. The social studies curriculum is planned to take advantage of these factors.

Since this period demands increased utilization of skills introduced in the elementary years and the acquiring of skills needed for a meaningful high school experience, a great deal of emphasis is placed on the attaining of lasting inquiry and critical thinking skills. Students are to develop the ability to ask searching questions and to employ the skills necessary to discriminate between truth and falsehood.

The social studies sequence for junior high will allow the opportunity for self-fulfillment as well as gaining new capabilities for and commitment to fulfilling a contributive role within society in an ever new world.

THE INDIVIDUAL AND HIS CHANGING WORLD

A one-year program in which the student studies the interrelatedness of the individual with his family, peers, societal institutions, and his cultural heritage will allow each student to gain the positive self-identification, intellectual capabilities, and life aspirations so necessary to successful living. The gaining of greater competency in the manipulation of knowledge, the resolution of social conflicts, and realistic decision making will inhance each student's opportunity for continuing success in life.

Learning activities for this year will provide several essential experiences for students which are planned to assist each individual in making vital decisions affecting his life style either positively or negatively. Human factors related to the drug abuse problem and the resultant societal problems which develop as an outgrowth of drug abuse will be one of the learning experiences during this year. The identification and investigation of basic societal institutions and processes as exemplified in the local community and area will provide opportunities for enlarging the classroom to include the societal environment of the student. Special emphasis will be given to the investigation of vocational models and their requisite skills. A sympathetic awareness of problems faced by minorities in their quest for commonly held human aspirations will be fostered.

All of the disciplines of the social studies will be drawn upon in developing the areas selected for study, e.g., anthropology, economics, geography, political science, psychology, and sociology. Appropriate use of current issues will be made in the development of lessons and units of study. Major emphasis will be on the development in the learner of an increasing awareness of the commonality of human needs and aspirations.

THE INDIVIDUAL IN HIS NATIONAL AND WORLD CULTURES

A two-year program is provided in the junior high program in which the student continues the development of his inquiry and evaluative thinking skills. The learning activities by which this development is brought about are focused on helping the student gain new perspectives of the American culture and his relationship to it and in relating his culture to other cultures of the world.

Vital facets of this program will provide the student with the opportunity to become better oriented to the state of Utah in its historical and twentieth-century perspectives. Social, political, and economic factors relating to Utah will be the focus of several student-learning experiences.

The development of the fifteen basic social goals as American tenets and their exemplification in our Utah culture and their comparison with the values and goals of other cultures could be utilized to produce the student perspectives, skills, and insights desired.

All of the disciplines of the social studies, anthropology, economics, geography, political science, psychology, and sociology should be drawn upon in providing learning alternatives for the student in his quest to achieve each behavioral capability. Appropriate use of current in-life issues must be provided where possible in activities. Major emphasis should be on the development in the learner of an increasing awareness of the commonality of human needs and aspirations.

Possible learning vehicles might include topics such as:

America's Beginnings From An Old World Background
Americans As A Nation of Immigrants
The Origin of Our Political System
Our Changing Economic System
The Transition From Rural to an Urban Society
Utah in Its Historical Setting
American Cultural Contributions
Technological Change
The Quest for Equality
Leaders and Challenges that Changed America
Our Nation in Its Natural Setting
Utah in the Twentieth Century
Our Inheritance From Ancient Cultures
Exemplary Cultures of the World Today
The Growth of World Interdependence
Great Ideas That Have Changed the World
Leaders, Past and Present, That Have Changed the World
The World in Its Natural Setting

SENIOR HIGH SOCIAL STUDIES

Problems, Issues, and Institutions in an Expanding Focus in High School

The high school has the responsibility in social studies education for providing opportunities for the student to apply his increased competencies in inquiry to societal problems, issues, and institutions. He will begin by focusing on those problems closest to him and continually expand his focus until he seeks meaningful understanding and answers for problems universal in scope. Key to these experiences will be relevancy to life. Current events could well be the course of study for large periods of time. Students must see rational means for facing value conflicts at all societal levels and recognize the continual presence of ambiguity and unresolvable conflict in human problems and issues. When the student completes his high school experience he should be equipped with the evaluative techniques essential for his needs as an informed, functioning, contributive member of society. His social education will then become a life-long, on-going process.

INSTITUTIONS, PROBLEMS, AND ISSUES WITH AN INDIVIDUAL, STATE, AND NATIONAL FOCUS

It is unrealistic to suppose that anyone grows in a social vacuum. The student in high school must consider himself as an individual. He must look to his basic values, his aspirations, and to means of achieving his drive for self-realization. Once he has achieved a positive self-image, he can evaluate in a meaningful way the society in which he functions. A major focus of this year of study will be the identification of areas of conflict within the nation and man's needs for and attempts at solution. Many commercially prepared materials which focus on public issues in the classroom will form an integral part of this year's course of study. Current affairs will be a continual area of focus. Every effort must be expended to involve the student in issues and problems that will be his to resolve as he leaves the dependence of the family and school and assumes the independence of adult life. Some time should be spent in meeting student needs in the field of consumer education by offering meaningful training in how one successfully interacts with our economic system. Suggested areas for investigation might be:

The Individual in His Changing Family Role
The Changing Role of the Family in Our Society
The Changing Role of the Individual in Our Society
Problems and Societal Issues or Our Community
Problems and Societal Issues of Our State
Problems and Societal Issues of Our Nation
The Individual and Human Institutions

All of the disciplines of the social studies will be drawn upon in developing the areas selected for study, e.g., anthropology, economics, geography, political science, psychology, and sociology. Appropriate use of current issues will be made in the development of lessons and units of study. Major emphasis will be on the development in the learner of an increasing awareness of the commonality of human needs and aspirations.

* *

INSTITUTIONS, PROBLEMS, AND ISSUES IN A NATIONAL AND WORLD FOCUS

* *

This course as the culminating experience in the enlargement of the student's social studies perspective has the responsibility of bringing his focus upon the nation in its world setting and the ramifications of one world. This course might well have a two-semester focus. The first semester could deal with our nation in its world setting with units focused on domestic problems, social, political, and economic institutions, and unresolved issues in our world relationships.

The second semester might have units focused on our world issues and problems. This would be an interdisciplinary study of such problems and issues as democracy versus communism and other authoritarian systems, competing economic systems, the role of government, economic interrelatedness in the world; social problems, as population explosion, illiteracy; and international cooperation and conflict.

All of the disciplines of the social studies will be drawn upon in developing the areas selected for study, e.g., anthropology, economics, geography, political science, psychology, and sociology. Appropriate use of current issues will be made in the development of lessons and units of study. Major emphasis will be on the development in the learner of an increasing awareness of the commonality of human needs and aspirations.

* * * * * * * * * * * * * * * * *

* FOCUS ON AREAS OF INTEREST *

* * * * * * * * * * * * * * * * *

A number of advanced elective courses, most of them one semester, should be available for senior high school students. Such courses should offer the student alternatives as to areas of study which he can select with his personal interest the only criteria for selection. These courses will allow him to demonstrate his increased abilities and sophistication in social studies.

The decision as to the specific courses to be offered should take into account the specific and special preparation of teachers and other resources that are available in the situation, such as specialists within the community.

Such courses might include:

Urban Geography
History of Minorities
Social Psychology
Economics
Sociology
Psychology
World History/Ancient Heritage
World History/Modern Era
World History/Non-Western
American Government
Comparative Government and Economic Systems
Anthropology
Philosophy
Advanced Placement American History
Advanced Placement European History
Great Personalities
Quest in Social Studies

All of the disciplines of the social studies will be drawn upon in developing the areas selected for study, e.g., anthropology, economics, geography, political science, psychology, and sociology. Appropriate use of current issues will be made in the development of lessons and units of study. Major emphasis will be on the development in the learner of an increasing awareness of the commonality of human needs and aspirations.

Social Goals and Related Focal Points

SOCIAL GOALS AND THEIR RELATED FOCAL POINTS*

The following Goals and Focal Points are taken from the social goals and generalizations given in more elaboration in the last section of the guide (beige section) pages 287 - 370. It was felt that these condensed versions were more usable for classroom application than the longer statements. These Goals and Focal Points are the basis for the models developed in the guide leading to the classroom instruction level.

For greater definition of each Focal Point, please turn to the corresponding goals found in the last section.

For the step by step transformation of these Focal Points into classroom practice, turn to the next orange section.

I Recognition of the Dignity and Worth of the Individual
II The Use of Intelligence to Improve Human Living
III Recognition and Understanding of World Interdependence
IV The Understanding of the Major World Cultures and Culture Areas
V The Intelligent Uses of the Natural Environment
VI The Vitalization of Our Democracy Through an Intelligent Use of Our Public Educational Facilities
VII The Intelligent Acceptance, by Individuals and Groups, of Responsibility for Achieving Democratic Social Action
VIII Increasing the Effectiveness of the Family as a Basic Social Institution
IX The Effective Development of Moral and Ethical Values
X The Intelligent and Responsible Sharing of Power in Order to Attain Justice
XI The Intelligent Utilization of Scarce Resources to Attain the Widest General Well-Being
XII Achievement of Exemplary Horizons of Loyalty
XIII Cooperation in the Interest of Peace and Welfare
XIV Achieving a Balance Between Social Stability and Social Change
XV Widening and Deepening the Ability to Live More Richly

---

* Adaptation from National Council for Social Studies Publication: Social Studies in Transition: Guidelines for Change.

MAJOR SOCIAL GOALS AND RELATED FOCAL POINTS IN THE SOCIAL STUDIES

SOCIAL GOAL I--Recognition of the Dignity and Worth of the Individual

POLITICAL:

1. Human life is sacred.

2. Individuals surrendered personal rights in order to create a government.

3. Government is a means by which rights are protected and not an end in itself.

4. The individual has no rights under some political systems.

5. The individual's reason for being is to improve and glorify the state in totalitarian systems.

6. The philosophic principles which recognize human dignity and worth have been translated into public law and civic policy.

7. Institutions exist for mankind; government rests upon the consent of the governed.

8. Men possess rights naturally.

9. Maintenance of individual rights and the implementation of the principles of equality are responsibilities of every American citizen and public official.

10. The concept of universal rights and freedoms for the human family has long been accepted as an ideal.

HISTORICAL:

11. Recognition of the dignity and worth of the individual is a part of our heritage.

12. Individuals were respected on the basis of their dignity and worth.

13. The triumph of the middle class was secured by the establishment of Bills of Rights.

14. The concept of the dignity and worth of the individual, and of basic rights that he may claim, has been developed and supported by actions of individuals and groups.

    Socially conscious citizens have taken an active share in broadening and deepening the recognition in American society of the dignity and worth of the individual.

15. Various factors in the development of the United States have operated to strengthen our recognition of the dignity and worth of the individual.

16. The record of Americans in recognizing the dignity and worth of the individual has its negative as well as its positive aspects.

17. Peonage and other forms of partial slavery still exist.

18. While freedom and security are concepts which in their theoretical absolutes are mutually exclusive, each society decides how much of each it will enjoy at any given time.

ECONOMIC:

19. Emphasis on the individual is a vital factor in the system of private enterprise.

20. American business has become more impersonal.

21. The American economy is essentially based on the idea of decentralized economic decision making by individuals.

    A decentralized economic system seems most compatible with individual freedom.

22. The concept of the dignity and worth of the individual has resulted in fair employment practice laws.

    Discriminatory practices remain a major block to the full application of the principles involved in recognition of the dignity and worth of each person.

SOCIO-CULTURAL:

23. Laws, folkways, and mores for civic and social control are based on assumptions of man's worth and dignity.

24. Public programs reflect public concern for the happiness and well-being of every person.

25. All persons are entitled to consideration.

26. Each individual should have the right and the obligation to find his place.

27. Social classes have always existed in every society.

    In American society, class organization should be fluid.

28. Social mobility is encouraged by our system of public education and by the democratization of culture through the mass media.

29. Sweeping generalizations and prejudgments are too often applied to all members of a class or group.

30. People should be evaluated as individuals not sterotyped because of group membership.

31. Ability or power does not give any individual the right to exploit his fellowmen.

SOCIAL GOAL II--The Use of Intelligence to Improve Human Living

POLITICAL:

1. Western institutions are based upon the individual who will use his intelligence to further his own and the social good.

   Totalitarianism rests upon a mass mind that is docile and is charged with no responsibility for independent thought.

2. The individual in a democracy must make intelligent social decisions and accept the responsibility for decision making and for the consequences of those decisions.

3. The citizen should learn to evaluate critically that which is presented through the mass media.

4. Social action in a democracy requires a combination of individual and group activities.

5. Pressure groups have a function to perform in a democratic society.

6. To function properly, democracy and democratic political institutions require the trained intelligence of many specialists.

HISTORICAL:

7. Man's intelligence has enabled him to understand natural phenomena and forces.

8. A cultural heritage is a reservoir of data and suggests hypotheses that are useful in solving current problems.

9. Men utilized accumulated knowledge to advance the frontiers of learning.

10. Through exchange of ideas and knowledge, men of different contemporaneous cultures have been able to enrich their own society's heritage.

11. The scholars of classical antiquity made many improvements in human living.

12. The sciences, which are the basis of today's living, began with inductive reasoning.

13. Man's life has been made richer and more comfortable through the application of intelligence.

14. Superstition hinders progress, but the diffusion of knowledge can drive out superstition.

15. Research and experimentation have expanded the knowledge available to man.

16. The systematic procedure for dealing with social problems is labeled as scientific thinking.

17. The free world must prize the free mind.

    Intellectual liberty is the ultimate meaning of freedom.

18. The improvement of human living involves social problems or controversies.

19. The free competition of the market place for ideas and values is based upon the parallel of the free and competitive market for goods and services.

20. "Pure research" has pushed back the bounds of ignorance and "applied science" has applied these findings for the improvement of human living.

21. The mass media of communication have imperfections.

22. The study of the human mind becomes science's greatest frontier.

SOCIAL GOAL III--Recognition and Understanding of World Interdependence

GEOGRAPHIC AND ECONOMIC:

1. Modern technology is essential for understanding the degree and importance of world interdependence.

2. The modern idea that wealth is measured by usable commodities has required a new emphasis on the importance of the efficient exchange of goods and services.

3. No nation is economically self-sufficient.

4. Through areal (regional) specialization men can improve their efficiency which may lead to a higher standard of living.

5. International trade today affects man's life in every part of the earth.

6. Area specialization requires a frequent reexamination.

7. We still live in a global economy of scarcity.

POLITICAL:

8. The role of the United States in world affairs today is based on a recognition of the interdependence of the people of the world.

9. The failure of isolationism as a policy has led to increased policies based on interdependence in today's complex world.

10. International political organization is still based on the existence of independent and sovereign nation-states.

11. Interdependence implies a necessity for cooperation by the various national states in the interests of all.

12. Rapid communication and transportation have vastly increased speed of international contact.

13. The task of the diplomat has been further complicated by the growing influence of public opinion on international politics.

14. The United Nations serves as a meeting place for international contact as well as a forum for the expression of world public opinion.

HISTORICAL:

15. As social and economic groups grew in size and specialization, a division of labor and sharing of responsibility for the public work done by all for all developed.

16. The period of the great discoveries and explorations laid the basis for the idea of world interdependence.

17. Most people in industrialized areas of the earth are directly affected by national and world events.

18. Some economic enterprises now operate on a world-wide basis.

19. Increased world interdependence led to the development of larger national states and colonial empires.

20. America was discovered during an era of global exploration.

21. The economic development of the Americas from the start was tied to that of Europe.

22. The economic development of the United States has been affected by developments in Europe from the early national period.

23. Improved mass transportation increased international competitiveness in agricultural products.

24. The people of the United States brought the English language, their religions, and social and cultural conventions from Europe.

25. European immigrants used the United States as an economic escape valve and greatly aided an American economy in need of labor.

26. Until about 1870, the United States was an immature debtor country, with more imports than exports. After 1914, the United States became an immature creditor nation, with more exports than imports.

27. The history of the United States shows an interesting pattern in international awareness.

SOCIO-CULTURAL:

28. Modern transportation and communication have made it possible for all peoples on the planet to be neighbors.

29. While there are many important differences among the peoples of the world, there are also important similarities.

30. When modern transportation and communication reach a formerly isolated people, their way of living changes rapidly.

31. Interdependence of peoples causes them to share disadvantages as well as advantages.

32. Since cultures consist of learned ways of doing things, they can be modified by research and education.

33. Technical assistance to underdeveloped areas is not enough.

34. One of the major threats to peaceful interdependence is idealogical universalism, the idea that the beliefs of one group ought to be fastened upon the whole world.

35. Sectionalism applied to idealogies has been a cause for divisiveness.

36. One of the major temptations which today's United States must resist is that of urging other peoples to do things our way and to accept all of our values.

SOCIAL GOAL IV--The Understanding of the Major World Cultures and Culture Areas

HISTORICAL:

1. European empire building destroyed the independence of peoples who had a long history of cultural attainment.

2. The slave trade destroyed indigenous cultures in Africa.

3. The cold war struggle between East and West has influenced newly developed nations.

4. Great cultures developed distinctive elements to meet challenges.

POLITICAL:

5. Assembly of the United Nations has been a frequently used arena for the competition of the USA and the USSR.

6. In the theory of international relations, each nation is sovereign and the equal of every other nation.

7. The neutral bloc has exercised a "balance of power" influence in the United Nations and in world affairs.

ECONOMIC:

8. Technological developments in communications have accentuated the distinctions between the haves and the have-nots nationally and internationally.

9. The advanced nations have undertaken to help the less wealthy nations raise their standards of living in order to derive reciprocal benefits.

10. "Tourism" is an increasingly important contribution to the national economics of many nations.

SOCIO-CULTURAL:

11. The American Point Four Program has aimed at improving standards of living in underindustrialized countries.

12. The Peace Corps has aimed to let other peoples learn about Americans and American ways.

13. Tourism is becoming a two-way street.

14. Americans have been too apt to regard other nationalities with an air of superiority which is really based on provincial ignorance.

15. Cultural diversity is satisfying to the people of a culture and may be stimulating for their world neighbors.

16. Social evolution among the world's peoples has moved in different directions and at varying rates.

17. As new nations have attained independence, each tends to stress the distinctiveness of its culture.

18. A systematic pattern for the study of a culture or cultural area assists the learner.

SOCIAL GOAL V--The Intelligent Uses of the Natural Environment

GEOGRAPHIC:

1. Various sciences assist modern man in learning about and dealing with his natural environment.

2. Ability to interpret the various types of maps as well as a knowledge of the uses to which each may be put effectively, is necessary for understanding man's natural environment.

3. About three-tenths of the earth's surface is land, about seven-tenths is water.

4. Land is used for many and varied purposes.

5. As man has explored and settled the land surface of the earth, he has used it sometimes wisely and sometimes very unwisely.

6. Without water, man could not live on the earth.

7. Men have discovered many things about better use of the earth's water.

8. Climate affects where and how people live.

9. Natural forces are constantly changing the face of the earth.

10. As men learn more about the forces of nature, they are able to protect themselves against such natural dangers as storms and floods.

11. Man's knowledge of the universe has been increased through the use of recent technological advances.

ECONOMIC:

12. (Spatial) factors are among the basic factors which determine where many industries are located.

13. Improvements in the technology of transportation have lessened man's dependence on the immediate region in which he lives.

14. The cost of natural resources tends to increase as diminishing supplies entail greater economic efforts to secure them and encourage the development of substitutes.

15. Industrialization, increasing population, and mounting world desire for higher standards of living have accelerated the urgency of wise use and management of our natural resources and protection of our natural environment.

16. International programs dealing with natural factors in the production of food point out the commonality of man's problems.

POLITICAL:

17. Man's intensified use of natural resources and increased exploitation of them has been accompanied by changes in social, economic, and political institutions.

18. Failure to use natural forces intelligently has had negative consequences throughout history and is especially evident today.

19. Natural factors have been important in the rise and fall of empires.

20. People demand from the government some measure of protection and help when the forces of nature bring disaster to man.

HISTORICAL:

21. Primitive man increased his power over nature by inventing.

22. The invention of irrigation was the basis for development of some early civilizations.

23. Great civilizations developed in regions which were geographically favored.

24. During the great period of exploration and discovery men learned about the total surface of the planet.

25. Early astronomers laid the foundation for man's current views of his universe.

26. The industrial revolution encouraged efforts at empire building.

27. The geography of an area has helped to mold a people's orientation to empire.

28. Knowledge has been gained about the races of mankind and their problems of adjusting to many natural differences.

29. Natural resources heavily influenced the development of each region.

30. The pattern of settlement of lands illustrates the effects of natural forces on man's life.

31. Man's adaptation to life on a relatively unsettled continent was not easy.

32. Transition from an agricultural to an industrial economy brought changes in the environment and in resource use.

33. The conservation movement was a reaction against the wasteful exploitation of natural resources.

    The wise use of natural resources is still one of our main areas of public concern.

34. The growth of science has increased man's knowledge of natural forces and natural phenomena.

SOCIAL GOAL VI--The Vitalization of Our Democracy Through an Intelligent Use of Our Public Educational Facilities

HISTORICAL:

1. Education is a process by which the young are inducted into the society.

2. Training the young in moral and spiritual values has historically been a function of organized religion.

3. Throughout history the wealthy have often provided for their own educational programs.

4. Church-sponsored and operated schools constitute a major part of the educational systems of many countries.

5. The religious motive dominated education in the colonial period.

6. The American tradition of public responsibility began in the colonial era.

7. The need for an educated citizenry was recognized by leaders of the early national period.

8. Religious divisions among the American people combined with the constitutional provision for separation of church and state to bring the establishment of tax-supported public schools on a secular basis.

9. Recognition in the United States of the importance of schooling for occupational success brought the rise of the private academy and of the tax-supported public high school.

10. The development of elementary education for the masses in the United States was paralleled in most Western European countries.

11. The twentieth-century has seen a trend toward informality and greater variety in the classroom.

12. The steady trend toward a higher level of formal schooling, higher level of literacy, and the increased popularization of knowledge has affected higher education as well as that at the elementary and secondary levels.

13. The modern schools are expected to train in basic abilities required by specific occupations in a general understanding of the functioning of the economy.

14. Teaching the skills and habits of efficient consumership has been recognized as a responsibility of the public schools.

15. The economic well-being of our society depends on the competence of its people.

16. Adult education has been a recent development in public education.

17. If human intelligence is to be applied to the solution of complex economic problems, we need to emphasize economic education and economic understanding.

18. The increased use of automation and economic changes make it necessary for workers to be adaptable and capable of retraining.

19. A contemporary problem is the adequate and equitable financing of public education.

20. The financing of higher education is usually different from the financing of lower educational levels.

21. One of the major purposes of education is to furnish training in citizenship.

22. Modern schools help young people develop civic competence by providing opportunities for them to engage in civic activities in the school and local community.

23. Study about important controversial, social, economic, and political issues is recognized as an important aspect of civic education today.

24. Study of current affairs is generally accepted as a basic part of civic education.

25. Controlling public education is primarily a function of each state.

26. Each school district can and does determine to a great extent the nature, quality, and direction of its educational system.

27. The federal government has limited direct responsibility for supervision or control of the public schools.

28. It is imperative that the schools be adequately financed if they are to perform effectively in meeting the challenges of a changing world.

SOCIO-CULTURAL:

29. The responsibility of the public schools for social and cultural development of the individual has been increasingly recognized.

30. Educational achievement has high status in American Society.

31. There is a growing consensus that the schools should assume a primary responsibility for basic functions of education which were once almost entirely performed by family and church.

32. One of the challenges for modern schools is to regain a personalization of school experiences without losing the advantages of the larger unit.

33. Segregation and its related problems have been long-standing concerns in the American educational system.

34. Poor schools in any region concern all of the nation.

35. The migration of people has presented increased problems to metropolitan areas.

SOCIAL GOAL VII--The Intelligent Acceptance, by Individuals and Groups, of Responsibility for Achieving Democratic Social Action

HISTORICAL:

1. One of the oldest attributes of man as a social animal is the concern of the group for the safety and welfare of the individual.

2. Frontier life in America saw social status depend upon individual ability and skills.

3. The frontier society developed many contradictory qualities which have persisted in American life.

4. Many individuals believed that private action through humanitarian organizations was the best channel for remedying social ills.

5. Government has become the institution upon which modern society has come to depend most heavily for achieving group action.

6. The government's role as an agency for social action to relieve economic distress has changed and is still evolving.

SOCIO-CULTURAL:

7. Interdependence that exists in the modern world increases the urgent need for individuals and groups to assume responsibility for the general welfare as well as for their own immediate good.

8. Man's concern for mankind has become institutionalized.

9. The person with a social conscience must spend time and study in deciding how his contributions can most wisely be used.

10. Modern conditions place new premiums on social action through groups.

11. Americans pride themselves upon their generosity and willingness to respond to appeals for aid.

POLITICAL:

12. Rights and privileges carry with them responsibilities if they are to be maintained.

13. It is essential to the maintenance of a democratic society that the individual citizen as well as the public official recognize the importance of acting in the public interest as opposed to the immediate selfish interest.

14. Representative democracy is particularly important in a large and complex nation, where few social decisions can be made by a direct popular vote on a controversial proposition.

ECONOMIC:

15. As communication and transportation have drawn the world close together, the contrasts in standards of living have become clearer for all to see.

16. Taxation can be viewed as a means of buying cooperatively things too expensive for the individual to provide for himself.

17. Increasingly intense exploitation of natural resources has developed along with industrialization.

18. The modern American corporation often operates upon so big a scale that its organization is bureaucratized.

19. The modern American corporation often becomes a major force in the economic, political, and socio-cultural life of the geographic area.

20. Business and Labor organizations have contributed to the general welfare of the nation.

SOCIAL GOAL VIII--Increasing the Effectiveness of the Family as a Basic Social Institution

HISTORICAL:

1. Intelligent and thoughtful preparation for marriage through education becomes extremely important.

2. In nearly all societies and times, sons have been more desired than daughters.

   As women gain more nearly equal status with males in economic, political, and social aspects of culture, the difference in attitude toward sons and daughters levels off.

3. The increased divorce rate reflects the greater economic independence of women, the increasing secularization of marriage, and changes in the family as an institution.

4. Transition in the United States from a handicraft, rural economy to an industrialized, urban society has reduced or eliminated certain functions the family was formerly expected to fulfill and consequently has brought changes in the family as an institution.

SOCIO-CULTURAL:

5. Increasing urbanization continues to weaken family solidarity. Deliberate efforts to find common activities and interests are necessary to maintain a sense of unity and responsibility within the family group.

6. Development of a satisfactory pattern of family organization is made still more difficult by the heterogeneity of our population. Adaptability of individual family members--in personality, in adjustment to changing socio-economic conditions, and in development of new skills as needed--seems to be the key to a stable and satisfactory family life.

7. Women play an increasingly important role in the control and functioning of the modern American family.

8. Many variations exist from one segment of the population to another.

9. The recognized problems of child-rearing have increased with expansion of research about personality and child development and the popularization of new psychological theories in these fields.

10. The family as an institution in the United States has to adjust itself to care for the aged.

ECONOMIC:

11. The modern family is basically the unit which purchases consumer goods in our economy.

12. Technological developments have increased the range of work for which women are employed.

13. In pre-industrial cultures, children were inducted into the family's means of gaining a livelihood as soon as they were physically capable.

    With a population that is increasingly urban and skill oriented, the economic value of children and the aged has diminished.

14. The importance accorded the family in America is underlined by the privileged treatment given families over individuals.

POLITICAL:

15. One of the basic factors in our political-party system is a general political stability.

16. The woman suffrage fight became an important part of the progressive reforms.

17. Women have been elected or appointed to nearly every political office.

18. The question of when young people should vote has been in controversy.

SOCIAL GOAL IX--The Effective Development of Moral and Ethical Values

HISTORICAL:

1. Man's effort has been to define ideas of what is right and wrong, good and evil, ethical and unethical.

2. The great religions of the world uphold many of the same basic moral values.

3. As groups of men have developed great cultures, they have moved from simple animism to complex philosophical systems.

4. American's basic spiritual values have their origins in Judaic-Christian religious thought.

5. The social ethics which serve as ideals for today's America derive to a considerable extent from antecedents in Greece and Rome.

6. The Jews of the dispersal and the members of the early Christian congregations in Hellenistic-Roman cities have furnished us lessons in devotion to principle.

7. The medieval Catholic church perpetuated the moral and spiritual values of the Judaic-Christian ethic.

8. The Judaic-Christian ethic was carried to modern times by various secular and intellectual scholars.

9. A discernible trend in the historical development of the ethical and spiritual values has been an increased emphasis on the goal of man's humanity toward his fellowman.

10. The ethics of modern individualism have strong roots in Western culture as it has been developed in Europe since the Middle Ages.

11. Growing urbanization requires other social controls from those operating in the smaller, unified communities of yesterday. Men have lost an important integrating dimension of social living.

12. Societal changes have resulted in changes in the structure and functions of the family.

13. Churches have been affected by industrialization and urbanization. The effectiveness of the church as a transmitter of moral and ethical values to the general population has lessened.

14. The home, the church, and the school have been society's dependence in transmitting moral and spiritual values to each succeeding generation.

15. Democracy places the responsibility of ethical and moral decisions ultimately upon the individual.

    Totalitarianism attempts to impose an ethical uniformity.

16. The teaching of moral and spiritual values in the public schools of the United States must proceed on a secular basis.

17. Many other agencies aid in inducting the young into our culture.

POLITICAL:

18. Moral values frequently conflict with the dictates of immediate national security.

19. Our society is open to criticism on moral grounds.

20. Since the American political system insists upon a separation of church and state, our political and social morals have a secular basis.

21. The level of ethics in political life depends on the standards voters will accept and enforce at the polls.

ECONOMIC:

22. Ethics of the market place have gained increasing public awareness and reaction in the 20th Century.

23. Urban impersonality plus the "soulless" nature of the corporation structure have offered modern business many opportunities to lower economics ethics.

    Economic advantage may cause a conflict in ethical practice.

SOCIAL GOAL X--The Intelligent and Responsible Sharing of Power in Order to Attain Justice

HISTORICAL-POLITICAL:

1. Wherever people live together in groups, communities, or nations, some rules or laws are needed to insure a peaceful life for all.

2. Justice now is concerned not only with the protection of society, but with the reeducation of the offender.

3. American concepts of justice and the rule of law are based almost entirely upon Roman and English antecedents.

4. Equality before the law was a judicial concept before equality of social classes became a serious aspiration.

5. From very ancient times men have sought more efficient imperial machinery by which to rule conquered peoples.

6. The problem of transmitting and effectively expressing power out to the frontiers and boundaries of the nation-state has run through much of history.

   As the technology of transportation has improved, power has moved to central from local hands.

7. The central fact of life about government is that it must have the power to coerce.

8. The forms or structure which government has taken are varied with differing degrees of sharing power.

9. Social order requres that laws must be made, interpreted, and enforced.

10. The ultimate base of equality before the law in the American system is found in our judicial system.

11. The American judiciary has successfully supported its right of judicial review.

12. Rule by the majority and the rights of minorities go hand-in-hand.

13. It is the responsibility of each person to know what the laws are and to obey them.

SOCIO-CULTURAL:

14. Individuals find their best opportunities to influence social policy through cooperative effort with other like-minded individuals.

15. Equality before the law opens the door for social mobility.

16. Current scene in America demonstrates a rapidly growing middle class and diminishing upper and lower classes. Earlier social mobility has been replaced by a more complicated pattern.

17. Modern technology may make possible the revival of pure democracy even in the large nation-states.

ECONOMIC:

18. Power--the ability to coerce--is often represented by or expressed by wealth in a private enterprise economy.

19. The economic exploitation of a region by various interests is one of the important bases for a struggle for political power.

20. The basic direction which government will take in economic affairs is determined by the interest-groups dominant in the federal government.

21. The possible existence and perpetuation of the "industrial-military complex" has been a rising concern in United States economic affairs in recent years.

SOCIAL GOAL XI--The Intelligent Utilization of Scarce Resources to Attain the Widest General Well-Being

HISTORICAL:

1. In different times and places, people have prized different resources.

2. The industrial revolution has been one of the most important factors in modern history.

3. The position of the American farmer has fluctuated with the growing industrialization of the economy.

4. The period of Civil War reconstruction saw political power swing to the business and industrial interests. One result was the entry of the federal government into economic regulation.

5. In much of the world, food resources affect the size of the population.

6. Economic value of resources is based on scarcity, utility, and desirability.

7. There is need for careful use of the scarce resources.

8. The central economic problem is how do we, and how should we, use the scarce resources upon which the level and quality of our material life depend.

9. The American economic system is based upon a stimulation of desires and on a satisfaction of needs.

10. The way the consumer chooses to spend his dollars will ultimately determine what and how much is produced.

11. In a capitalist, private enterprise economy, the major purpose is to facilitate the exchange of goods and services at a profit.

12. As modern corporations have grown to mammoth size, there has been a great increase, and dispersion, in the number of their stockholders.

13. Long-range planning for the entire economy in order to assure that adequate resources are equitably distributed has become a central goal in America today.

14. Monetary and fiscal policies along with built-in stabilizers compose major governmental machinery to achieve economic stability and growth.

15. Governments--federal, state, and local--have a significant impact on the total quantity of goods and services produced in the United States.

16. The best utilization of scarce resources encourages world trade.

SOCIO-CULTURAL:

17. Managers, that is the top and junior executives of corporations, are discernible today as a new, emergent social class.

18. The wage earner is not lower class today.

19. The application of mechanical power to production and the increasing development of automatic machinery have been a social problem. Automation poses problems which are both economic and educational.

20. There is a danger that in emphasizing things economic, too much stress may be placed on materialistic and mechanistic values.

SOCIAL GOAL XII--Achievement of Exemplary Horizons of Loyalty

HISTORICAL:

1. Loyalty to the state was recognized by the ancient Greeks.

2. Even though citizenship in the Roman Empire had a broad base insurrection was still common.

3. A sense of membership in a nation became the basis for the modern world.

4. Loyalty to the local state proved a factor in deciding the action of many men.

5. One of the important accomplishments of the 14th Amendment was that it made national citizenship primary and state citizenship incidental.

SOCIO-CULTURAL:

6. Civic loyalty rests upon a fundamental sense of belonging.

   Loyalty must be voluntary and reciprocal.

7. One of the objectives of society is to develop in each person a sane and reasoned patriotism.

8. Loyalties may be multiple.

9. Ideally, loyalty must be rendered to something larger than one's self, untainted by private purposes or selfish ends.

10. One of the unresolved questions in modern society is the extent of cultural uniformity which must be required and the amount of cultural pluralism which may be permitted.

POLITICAL:

11. Nationalism seems to be the strongest force operating among nations.

12. Nationalism is inconsistent with many of the economic and technological facts of life.

13. Democracy is proud of the social rights which its citizens enjoy.

    Each important right carries with it the implicit responsibility to exercise it intelligently.

14. Intelligent loyalty in America requires that the citizen put the general welfare above his own whenever a choice between them is necessary.

15. The greatest dangers of democracy come from internal bigotry, apathy, and prejudice.

ECONOMIC:

16. Economic citizenship uses the same basic values as in social and political democracy, applying them to material matters.

SOCIAL GOAL XIII--Cooperation in the Interest of Peace and Welfare

HISTORICAL:

1. "Pax Romana" has come to mean the peace of the conqueror imposed on captive people.

2. In one important sense, the modern world emerged from the Thirty Years' War and the Peace of Westphalia.

3. After the Congress of Vienna, the great powers of Europe sought to discover the common grounds of their self-interests and to further them by cooperation.

4. The first foreign policy for the new United States required diplomatic agility to thread a way through twenty years of European wars and to make firm the nation's independence.

5. Existing international agencies, and our cooperation with them, have grown out of past experience.

6. The League of Nations was the major agency working toward a system of world order between World Wars I and II.

POLITICAL:

7. The United States has a major responsibility for the success or failure of any general international agency.

8. International agencies are an important but limited part of the total pattern of relations among nations.

9. The United Nations' system is the most comprehensive effort to date at cooperation among nations through an international agency.

10. The United Nations' most publicized activities have been little more than an arena for power politics and the verbal combat of hostile nations.

11. In international relations and specifically in the United Nations, all nations are in theory sovereign and equal.

12. The success of an international agency depends eventually upon the support of its member nations and the extent to which they delegate to it the powers needed for achieving its purposes.

13. Practical citizenship requires the acceptance of compromise and cooperative efforts to make it work.

14. Today's American should know about, critically evaluate, and support promising efforts to prevent war; but should stand ready to defend his country against tyranny and aggression.

15. The techniques of diplomacy have become outmoded by the technology of communications and by the Cold War.

16. The Federal Government plays a vital role in protecting the public in conflicts between business and labor.

ECONOMIC:

17. The structure of modern business tends to influence the values of individuals.

18. International trade allocates resources across national boundary lines.

19. Differences in the supply of the factors of production among nations as well as in demand patterns are reflected in different costs of production, different incomes, etc.

20. World trade helps the United States to maintain high levels of employment and income.

21. The United States offers technical aid to under-industrialized countries.

22. Interdependence among the peoples of the world has grown.

23. Individuals can affect and are directly affected by the work of international agencies.

24. Today not even the wealthiest and most powerful nations can completely resolve their economic problems by themselves.

SOCIAL GOAL XIV--Achieving a Balance Between Social Stability and Social Change

HISTORICAL:

1. The life span of a civilization is a matter of dispute between philosophers of history.

2. The greatest changes had antecedents.

3. No society has ever been completely static.

4. The rate of social change in the Western World has been greatly accelerated since the Industrial Revolution.

5. Basic institutions change slowly in relation to superficial aspects of society.

6. The security of one era becomes the restriction of a later time.

7. Every generation had its threats to individuals and to society.

8. Democratic social change has brought within reach of the ordinary people many advantages formerly reserved for the select few.

9. There is need for a balance between change and stability.

SOCIO-CULTURAL:

10. An institution is a bridge which society creates to cross from a problem to a solution.

11. Cultural lag takes more extreme forms and has much graver consequences in an interdependent industrialized society than in the simpler social organization usually found in an agricultural economy.

12. The uneveness of progress has created cultural lag in many parts of our social system.

13. One of the important needs or drives of the individual is for security.

14. The modern newspaper stresses the variant and the odd while too often ignoring or minimizing the stable.

15. One area in which change is most demonstrable is the position of women in society.

16. Modern technological changes have caused and will continue to cause changes in the social-cultural aspects of our society.

POLITICAL:

17. A society is based on the interaction of stability and change.

18. The American Constitution illustrates the forces of change and stability in our political structure.

19. Our laws ultimately established both the stability and change our society requires.

20. Political action generally involves a compromise between liberal and conservative forces.

21. Many reforms are needed in our political institutions to meet the changed conditions of 20th Century industrialized society.

ECONOMIC:

22. Economic fluctuations have been a frequent phenomenon in the American economy.

23. Today's Americans desire to achieve economic growth, economic stability, economic efficiency, economic security, and economic justice, all within the framework of maximum freedom.

24. Today our lives are greatly affected by inventions which flow from our industrial laboratories.

25. The economic challenges posed by wars have triggered great changes in the American economy.

SOCIAL GOAL XV--Widening and Deepening the Ability to Live More Richly

HISTORICAL:

1. In every great civilization men turned to aesthetic expression in various media.

2. Important standards of aesthetics, beauty, and intellectual achievement are part of our heritage from Greece and Rome.

3. The Renaissance began as a revival of classical art and literature but its central contribution was that it conceived the free mind of man.

4. In the modern Western world broader and broader sections of the population have shared in aesthetic expression either as consumers or producers.

5. Great discoveries are most frequently the culmination of long research, investigation, and experimentation.

6. Scholarly disciplines have developed their own unique methods and characteristics.

7. Psychology emphasizes the development of man's personality and creative activities.

8. An important and often overlooked aspect of discriminatory treatment of minorities is the injurious effect of such treatment on personality, on self-respect, and on the ability to develop satisfying human relations.

9. In our free society work is considered a social good and an end rather than a means.

10. Men may live more richly through developing their capacities for warm, satisfying human relationships as well as through art, music, and other forms of aesthetic expression.

11. Americans show many evidences of desiring to find self-understanding.

12. The "wise use of leisure time" has thus become a problem directly facing society and the schools.

13. As our population has grown and become more urban, there has been an increase in the more passive uses of leisure.

14. The mass media have both helped and hindered the development of more refined aesthetic tastes in our society.

15. Increasing the ability of a whole society to live more richly faces difficulties.

16. Never has the opportunity to develop one's interests, levels of appreciation, and creativity been so widely and easily available.

ECONOMIC:

17. Our economy has grown as it has taken the discoveries of pure science and applied them to the enrichment of material aspects of living.

18. Modern business has adopted techniques which appeal to the aesthetic tastes of the consumer.

19. Consumer desires have been an important factor in expanding the economy.

20. The government has provided services which would be uneconomical to provide privately.

POLITICAL:

21. Government may be employed to strengthen the desirable cultural aspects of the society.

22. Respect for the individual and his beliefs must also operate in international affairs.

23. The fulfillment of civic obligations develops inner satisfactions.

24. A society based on a respect for the individual and embodying safeguards of individual rights is more likely to survive than is a crassly materialistic society.

Preparation for Instruction

PREPARATION FOR INSTRUCTION

In this section the abstract social goals are changed by a three-step process into a form in which one aspect of each goal is ready for teacher presentation in the classroom.

These steps are:

Step One	A focal point from a social goal is selected for development in the classroom.
Step Two	Guiding questions are asked about the selected focal point. These questions attempt to develop a complete perspective on each focal point in keeping with the scope and sequence for that level. Questions show variation from level to level as student maturation and capability vary.
Step Three	Examples of a typical behavioral objective such as a teacher might write which identifies the capabilities to be exemplified by students are given.
The Next Step	The teacher should plan specific classroom activities which will allow the student to gain those capabilities necessary for the fulfillment of each behavioral objective. NO SINGLE TEXTBOOK CAN PROVIDE THESE NEEDED EXPERIENCES ON ANY GRADE LEVEL!

In the PROSPECTUS only a cross-section of focal points has been carried through the three-step process. These are to serve as examples only. Districts, schools, and individual teachers must make the decision as to which social goal and which focal point under those social goals will be developed on each level. In non-graded schools a continuum of pupil progress through the social goals could be easily developed.

EXPLANATION OF CROSS-SECTION CHART

In order to illustrate how the same focal point could be developed on many grade levels, a cross-section of focal points is selected as representative examples for teachers.

The same focal point is developed for grades K-11. This is done by varying the guiding questions, increasing the expection of the behavioral objectives, and framing both the questions and objectives from a differing perspective.

To guarantee that the focal points will represent the diversified areas of economics, sociology, geography, history, and political science the cross-section is based on the use of the focal point whose number corresponds to the social goal number. For example, focal point one from social goal one, focal point two from social goal two, and continuing through focal point fifteen from social goal fifteen.

The same fifteen focal points are illustrated for every grade level. Teachers can follow the expansion of a focal point from grade level to grade level, reflecting the increased maturation and capabilities of students as they progress through school.

74

CROSS-SECTION SHOWING THE FOCAL POINTS DEVELOPED AS MODELS ON EACH LEVEL

SOCIAL GOALS

```
I    II    III    IV    V    VI    VII    VIII    IX    X    XI    XII    XIII    XIV    XV

1 - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -
- - 2 - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -
- - - - - 3 - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -
- - - - - - - - 4 - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -
- - - - - - - - - - - 5 - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -
- - - - - - - - - - - - - - 6 - - - - - - - - - - - - - - - - - - - - - - - - - - - - -
- - - - - - - - - - - - - - - - - 7 - - - - - - - - - - - - - - - - - - - - - - - - - -
- - - - - - - - - - - - - - - - - - - - 8 - - - - - - - - - - - - - - - - - - - - - - -
- - - - - - - - - - - - - - - - - - - - - - - 9 - - - - - - - - - - - - - - - - - - - -
- - - - - - - - - - - - - - - - - - - - - - - - - - 10- - - - - - - - - - - - - - - - -
- - - - - - - - - - - - - - - - - - - - - - - - - - - - -11 - - - - - - - - - - - - - -
- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -12 - - - - - - - - - - - -
- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -13 - - - - - - - - -
- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -14 - - - - -
- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - 15
```

PRIMARY GRADES K-3

SOCIAL PROCESSES AT WORK IN THE LIFE OF A CHILD

SOCIAL GOAL I--RECOGNITION OF THE DIGNITY AND WORTH OF THE INDIVIDUAL

Focal Point 1--Human Life is Sacred

Examples of Guiding Questions

1. What is a human being?
2. Why are all people important?
3. How can we show respect for other human beings?
4. What rights do all people have?
5. How can we help other people be happy?
6. To whom am I important?
7. What is meant by the word "sacred"?
8. How are all living things alike?
9. What happens when I think only of myself?
10. What happens when a person's rights are denied?
11. How can I be a responsible person?

Examples of Behavioral Objectives

RATIONALE: This nation was founded upon certain basic principles, one of which is the recognition of the dignity and worth of each person simply because he is a human being. Thus, human life is sacred and must be protected. The kindergarten pupil should be able to:

1. Tell at least five ways in which other people help him.
2. Show his consideration by the way he cares for plants and animals in the classroom and at home.
3. Plan rules for individual and group conduct with his teacher and other classmates.
4. Make up a story or tell an actual incident in which a person showed kindness to another person.
5. Share toys, equipment, and teacher attention willingly.
6. Tell how each member of his own family helps others.
7. Show by his actions that he obeys rules of safety for his own and others' protection.
8. Take his turn with other pupils.
9. Participate politely with others in group discussions and activities.
10. Listen to what others say.
11. Help classmates, teacher, and others when requested to do so.
12. Obey rules of the school.
13. Respect others and their ideas by not making derogatory remarks or actions.

SOCIAL GOAL II--THE USE OF INTELLIGENCE TO IMPROVE HUMAN LIVING

Focal Point 2--The Individual in a Democracy Must Rely on His Own Intelligence

Examples of Guiding Questions

1. Why is each person important?
2. Why is a group of people important?
3. How do people who live together solve their common problems?
4. Why is a decision made by a group generally better than the decision made by one person of that group?
5. Who is responsible for the decisions made in a group?
6. How can each individual best contribute to the welfare of his group?
7. Why must each individual think through his own problems?
8. What does each person need to know about how groups function?
9. How can the individual (or group) get the information it needs in order to make wise decisions?
10. How should we show our agreement or disagreement?

Examples of Behavioral Objectives

RATIONALE: The individual in a democracy must rely upon his own intelligence and the intelligence of others as he helps make social decisions. The responsibility of decision making cannot be entrusted to those who do not have the ability and the skill to use inquiry, reflective, and thinking skills easily and efficiently. As the kindergarten pupil seeks answers to these and other questions, he should be able to:

1. Recognize that his actions have consequences.
2. Make simple comparisons by using the five senses.
3. Help other members of the group participate in the decision-making processes.
4. Challenge ideas which do not make sense to him.
5. Collect necessary data from several sources such as:
    - talking with adults
    - observing
    - listening
    - interpreting pictures
6. Decide which kinds of problems can best be solved by individuals and which kinds should be solved by group action.
7. Abide by the decision of the group.
8. Respect people and their opinions when those opinions may differ from his.
9. Predict outcomes for his and group actions.
10. Show satisfaction from the decisions he has made.

SOCIAL GOAL III--RECOGNITION AND UNDERSTANDING OF WORLD INTERDEPENDENCE

Focal Point 3--No Nation is Economically Self-Sufficient

Examples of Guiding Questions

1. How do people in our school help each other? In our homes:
2. Who provides schools, books, and other materials needed by kindergarten pupils?
3. How can we get something that we do not have and cannot make?
4. What basic needs does a person have?
5. How are the things we need provided for us?
6. Where do the goods we use come from?
7. How do people and other places help us?
8. How can individuals share with others?

RATIONALE: Because no nation is economically self-sufficient and natural resources are limited in quantity and in distribution, pupils should understand that it is through the social process of economics that nations and individuals share in the utilization of limited resources and goods. As the kindergarten pupil seeks answers to these and other questions, he should be able to:

1. Share with others.
2. Tell how goods and services are furnished by adults and parents for his benefit.
3. Identify several things which he uses which came from other places.
4. Discuss with others ways in which he helps others.
5. Tell how his parents obtain the things his family needs.

SOCIAL GOAL IV--THE UNDERSTANDING OF THE MAJOR WORLD CULTURES AND CULTURE AREAS

Focal Point 4--Each of the Great Cultures Developed Its Distinctive Elements to Meet Challenges Posed to It During Its History

Examples of Guiding Questions

1. What is meant by the word "culture?"
2. What are some of the folkways in our culture which have come from other cultures?
3. How do kindergarten pupils learn to live and work together in school?
4. How do members of a family learn to live and work together to help each other?
5. What things does your family like or do (values) that a friend's family may not do?
6. What culture(s) did members of your family come from before they were citizens of the United States?
7. What things (cultural) do you like about your family? About your friends?
8. What kind of person do you want to become?
9. What contributions have been made to our culture by other cultures (modern should be stressed, but ancient should also be considered)?

Examples of Behavioral Objectives

RATIONALE: Because man has the ability to think, his actions at different times and in different places may be different even though the problem or issue may be the same. There are generally, several possible solutions, some of which are utilized by various groups as each develops and evolves its own culture. As the kindergarten pupil seeks answers to these and other questions, he should be able to:

1. Identify a few ways in which he is different from others--his family is different.
2. Show respect for sacred days or special occasions observed by various groups within his immediate environment.
3. Tell a story of an ancestor of a friend who has come from a different culture.
4. Collect articles used by children or in homes of other cultures.
5. Dramatize with others, a story from the folk-literature of another culture, which has been read to them.

SOCIAL GOAL V--THE INTELLIGENT USES OF THE NATURAL ENVIRONMENT

Focal Point 5--As Man Has Explored and Settled the Land Surface of the Earth He Has Used It Sometimes Wisely and Sometimes Unwisely

Examples of Guiding Questions

1. How do we use the land around our homes and school?
2. What are some ways in which other people use land?
3. Who should decide how land is to be used?
4. Why is some land not used as much as other land?
5. How has man "ruined" some land? How has he wasted it?
6. How is land conserved or used wisely?
7. What care should man take in his use of the land?
8. Where can we find "new" land?
9. How will we try to protect the "land surface" of the moon?

Examples of Behavioral Objectives

RATIONALE: Man's exploration and settlement of the land surface of the earth has resulted in exploitation of the natural environment and the wasting of natural resources. Because there is relatively little "new" land now available, man must find new ways to make the available land more productive. As the kindergarten pupil seeks answers to these and other questions, he should be able to:

1. Describe orally ways the land around his home is used.
2. Explain why some land is useful to man and other land is not.
3. Give examples from his own environment which show wise use and other examples which show unwise use of the land.
4. Propose a way in which the surface of the moon may be "protected".
5. Explain why some private land is taken for public use.
6. Tell a story of how land was first used in his community.
7. Tell how land utilization in his immediate area has changed since his parents or grandparents arrived.
8. Suggest ways in which unused land in his area may be used wisely.

SOCIAL GOAL VI--THE VITALIZATION OF OUR DEMOCRACY THROUGH AN INTELLIGENT USE OF OUR PUBLIC EDUCATIONAL FACILITIES

Focal Point 6--The Responsibility of the Community for Education of the Young Was Recognized in Laws Passed During the First Decade of Settlement

Examples of Guiding Questions

1. Why do boys and girls in our community go to school?
2. What kinds of things do people learn to do in our society?
3. Why don't all children go to school?
4. Who provides schools for children in the United States?
5. What kind of school did your parents attend? Your grandparents?
6. Why did the first people who came from Europe want their children to go to school?
7. What did their children learn in school?
8. If you and your parents moved to the moon to live, do you believe they should provide schools for you? Why?

Examples of Behavioral Objectives

RATIONALE: Democracy is founded upon the intelligent participation of the citizens in the processes of government for the benefit of each and the benefit of all. The necessity of participation has been recognized since colonial days and schools have been provided to instruct children in basic principles and processes. As the kindergarten pupil seeks answers to these and other questions, he should be able to:

1. Tell several ways in which the school helps him.
2. Show he has respect for school property by the way he cares for it.
3. Ask his parents questions about their school experiences and share some of these that interested him.
4. Demonstrate some interest in news items reporting on events affecting him and his school.
5. Identify five individuals and the services they provide at school.
6. Help make some of the rules and regulations under which he lives at school.
7. Tell ways in which older, more experienced, people can help younger people, and how he can be helpful to others.

SOCIAL GOAL VII--THE INTELLIGENT ACCEPTANCE, BY INDIVIDUALS AND GROUPS, OF RESPONSIBILITY FOR ACHIEVING DEMOCRATIC SOCIAL ACTION

Focal Point 7--Interdependence in the Modern World Increases the Urgent Need for Individuals and Groups to Assume Responsibility for the General Welfare as Well as for Their Own Immediate Good

Examples of Guiding Questions

1. What are some ways in which we can care for our own needs and safety?
2. Who helps us do things we cannot do for ourselves?
3. How can we help other people younger than we are? Our own age? Parents and friends?
4. How do groups of people help each other?
5. How or in what ways are we responsible for other people?
6. How do we work together in the kindergarten?
7. How does our community government help people?
8. What do churches and service organizations do to help people?
9. Why should we help people in other nations?

Examples of Behavioral Objectives

RATIONALE: The welfare of each person is dependent upon the general welfare of all people. Both individuals and groups have responsibilities for their own welfare and for contributing to the welfare of others through democratic processes. As the kindergarten pupil seeks answers to these and other questions, he should be able to:

1. Show at least five ways he can care for himself.
2. Explain why he may need help from others at times.
3. Plan ways in which he can help others at home and at school.
4. Talk with his parents about his own responsibilities in the community.
5. Participate in group projects at school which are designed to assist others on a national or international base, (Red Cross, community drives) which are approved by the school.

SOCIAL GOAL VIII--INCREASING THE EFFECTIVENESS OF THE FAMILY AS A BASIC SOCIAL INSTITUTION

Focal Point 8--Variations Exist from One Segment of the Population to Another

Examples of Guiding Questions

1. In what ways are people different?
2. Why are people different?
3. How are people alike?
4. How is your family like the family of your friend?
5. Why are families different from each other?
6. What common characteristics do families in your neighborhood have?
7. What are some different characteristics of families in other neighborhoods?
8. How does your family solve its problems (food, shelter, clothing, recreation, etc.)?
9. Why is it alright to be different?
10. What does your family do to help other people or families?

Examples of Behavioral Objectives

RATIONALE: The strength of a democracy lies in the individual citizen and his ability to work for the common good. Variations among people and groups do exist and should exist. The variations are the "growing edges" of the culture. As the kindergarten pupil seeks answers to these and other questions, he should be able to:

1. Discuss with classmates and teacher ways in which his family or he may differ from other families and individuals.
2. Become increasingly more able to accept differences among individuals and groups.
3. Tell classmates about how his family helps and is helped by others.
4. Become increasingly more able to use his own individuality. in solving problems.
5. Plan with others a family or class activity such as a recreational outing.
6. Participate in role playing a series of family situations which show differences and likenesses.

SOCIAL GOAL IX--THE EFFECTIVE DEVELOPMENT OF MORAL AND ETHICAL VALUES

Focal Point 9--A Discernible Trend in the Historical Development of Ethical and Spiritual Values Has Been an Increased Emphasis on the Goal of Man's Humanity Toward His Fellowmen

Examples of Guiding Questions

1. How does an idea become accepted by members of a group?
2. What makes an idea have value to individuals or to a group?
3. How do your ethical and moral values help you decide what you should do?
4. How does your family help you learn values?
5. Where did your family get its moral values?
6. How do you believe each of us should treat other people?
7. How can he show "humaneness"? toward other people?
8. Why should people be treated with "humaneness"?

Examples of Behavioral Objectives

RATIONALE: Ethical, spiritual, and moral values are defined, refined, accepted, and used as a result of evolutionary and revolutionary actions among people. For all of his generations, man has moved toward a value system which recognizes the dignity of the individual and the uniqueness of his humanity. As the kindergarten pupil seeks answers to these and other questions, he should be able to:

1. Increasingly show that he accepts and respects others.
2. Express his opinion about misconduct which he observes.
3. Discuss the "rightness" and "wrongness" of pupil actions in his classroom.
4. Tell how a polite officer can assist him.
5. Dramatize a situation which demonstrates his understanding of how his actions were right or wrong.
6. Tell a story which shows a person's humanity toward another person.
7. Identify situations demonstrating humanity (from teacher told stories, from news, or from his own observations).

SOCIAL GOAL X--THE INTELLIGENT AND RESPONSIBLE SHARING OF POWER IN ORDER TO ATTAIN JUSTICE

Focal Point 10--The Ultimate Base of Equality Before the Law in the American System is Found in Our Judicial System

Examples of Guiding Questions

1. How do values help us decide what is right or wrong?
2. How do your parents teach you right or wrong?
3. What is justice? Do you believe all people should receive justice?
4. What does a judge do when he hears a case?
5. How does a lawyer help us decide what is right?
6. Which group is responsible for making the laws (ordinances) in your city or community?
7. Which group is responsible for enforcing the laws in your city?
8. How do laws make us "equal"?
9. Why should we obey the laws?

Examples of Behavioral Objectives

RATIONALE: Moral values are embodied in legal enactments. The application of the awards for obeying the law or the punishment for disregarding the law must be the same for all people. Justice and man's humanity to man demand a sharing of power. As the kindergarten pupil seeks answers to these and other questions, he should be able to:

1. Explain how people and groups share power.
2. Explain how parents use power.
3. Share responsibility and leadership roles with his classmates.
4. Identify ways by which parents, teachers, and civic helpers (police, judge, fireman, etc.) control others.
5. Accept decisions with which he disagrees.
6. Discuss with teacher and classmates the necessity for laws and agencies to enforce the laws.
7. Tell several reasons why he thinks people obey or disobey rules at school.
8. Become increasingly capable of helping make rules.
9. Show increased ability to follow rules.

SOCIAL GOAL XI--THE INTELLIGENT UTILIZATION OF SCARCE RESOURCES TO ATTAIN THE WIDEST GENERAL WELL-BEING

Focal Point 11--In a Capitalistic, Free Enterprise Economy, the Major Purpose is to Facilitate the Exchange of Goods and Services

Examples of Guiding Questions

1. How do we get things such as food, clothing, or toys which we need?
2. What kinds of work can you do to earn money?
3. How do you spend your money?
4. What kinds of things does your family buy with its money?
5. Why do some things cost more than other things?
6. If many people wanted the same thing and there was only a small amount of it, it would cost a lot of money. Can you tell why?
7. Do you believe people should share goods? Explain.
8. Why is our economic system called a "free enterprise economy"?
9. What things should you think about to help you spend your money wisely?

Examples of Behavioral Objectives

RATIONALE: Utilization of goods and services depends upon their availability and the ability of the people to use them. People must be educated before they can optimally use various goods or services. As the kindergarten pupil seeks answers to these and other questions, he should be able to:

1. Make a simple budget before he spends his money (real or play).
2. Compare price and quality of various items before purchasing.
3. Visit a store and explain to the class why he believes a particular item is "a good buy".
4. Act as a seller and also as a purchaser in a play store.
5. Explain, in general terms, how different people contribute to the production of goods he uses.
6. Tell how goods produced in other parts of the nation get to him.
7. Explain why services of professional people generally cost more than the services of other people.
8. Discuss with classmates and teacher how many people can enjoy scarce resources such as land and water (natural resources, environment).
9. Take turns in using scarce goods in the classroom.

SOCIAL GOAL XII--ACHIEVEMENT OF EXEMPLARY HORIZONS OF LOYALTY

Focal Point 12--Nationalism is Inconsistent With Many of the Economic and Technological Facts of Life

Examples of Guiding Questions

1. How do airplanes help us to know other people in the world better?
2. How do other lands help us?
3. How do we help other lands?
4. How do other lands cause problems for our country?
5. How do we show our love for our country?
6. What does our country do for us?

Examples of Behavioral Objectives

RATIONALE: Since children at an early age begin to identify symbols of our nation and recognize that there are people in other lands, a child should be able to:

1. Tell and show pictures of air travel and how it helps us know about other peoples in the world.
2. Make a display of goods we use from other countries and tell how we use them.
3. Show pictures and goods which we sent to other countries and tell how this provides jobs for our citizens.
4. Show and describe various symbols of our country. (flag, etc.)
5. Recognize the National Anthem and recite the Pledge of Allegiance.

SOCIAL GOAL XIII--COOPERATION IN THE INTEREST OF PEACE AND WELFARE

Focal Point 13--Practical Citizenship Requires the Acceptance of Compromise and Cooperative Efforts to Make It Work

Examples of Guiding Questions

1. Why can't we always have our own way?
2. How should we show our disagreement?
3. How should we show our approval?
4. How do other people help us do things we can't do by ourselves?
5. How can we keep good feelings in working together?

Examples of Behavioral Objectives

RATIONALE: Since students will find success in their social roles only as they learn how to cooperate with others, a child should be able to:

1. Take turns in various group activities.
2. Show his disapproval in a way

acceptable to the group or the teacher.

4. Work harmoniously with others on group projects.
5. Assume and carry out responsibilities assigned him by the group in specialized tasks.

SOCIAL GOAL XIV--ACHIEVING A BALANCE BETWEEN SOCIAL STABILITY AND SOCIAL CHANGE

Focal Point 14--The Modern Newspaper Stresses the Variant and the Odd While Too Often Ignoring or Minimizing the Stable

Examples of Guiding Questions

1. What is news?
2. How do we learn about news?
3. What kinds of news are told about in a newspaper?
4. Is all the news published in the paper? Explain.
5. Who decides which news will be published?
6. How do newspapers help us understand what is happening?
7. How do newspapers help to change the actions of persons or groups?
8. How do newspapers help people to know the moral values?

Examples of Behavioral Objectives

RATIONALE: By definition and practice, news is anything sufficiently different from the ordinary to be of interest to people. Two roles of the newspaper are reporting and initiating change. As the kindergarten pupil seeks answers to these and other questions, he should be able to:

1. Identify at least three sections of the newspaper.
2. Look at pictures and illustrations in the newspaper and describe what they tell.
3. Relate a news item to his classmates accurately.
4. Become increasingly more aware of what is appropriate news to discuss with classmates, with family, and in other social situations.
5. Contribute to the class news chart.
6. Report news from other sources of news such as radio and television.
7. Give two reasons why all news reports can be inaccurate.

SOCIAL GOAL XV--WIDENING AND DEEPENING THE ABILITY TO LIVE MORE RICHLY

Focal Point 15--Increasing the Ability of the Whole Society to Live More Richly Faces Difficulties

Examples of Guiding Questions

1. How can we help others enjoy the things we like?
2. What can we do to learn more about the values and contributions of other people and groups?
3. What kinds of activities are fun for you? Explain.
4. Why don't all people like to do the same things?
5. What kinds of play activities are appropriate for kindergarten boys and girls?
6. Why should we try to learn to enjoy new kinds of foods, games, books, or television programs?

Examples of Behavioral Objectives

RATIONALE: Culture is the product of the total population. It is created by all the people and, in some respects, reflects the values of each person. All do not have to participate in the same thing, but each must respect the right of others to their pursuit of happiness. As the kindergarten pupil seeks answers to these and other questions, he should be able to:

1. Tell about the kinds of things he likes to do.
2. Share with others voluntarily.
3. Demonstrate a new kind of game he has learned.
4. Listen to classmates' experiences.
5. Participate in creative acts.
6. Show respect for preferences of others.

TEACHER NOTES

PRIMARY GRADES K-3

SOCIAL PROCESSES OF THE FAMILY AND SCHOOL WITHIN THE LARGER ENVIRONMENT

SOCIAL GOAL I--RECOGNITION OF THE DIGNITY AND WORTH OF THE INDIVIDUAL

Focal Point 1--Human Life is Sacred

Examples of Guiding Questions

1. Why is your family important to you?
2. Why should there be mutual respect within the home?
3. Why should each person assume some responsibility in the home?
4. Do you think that others feel as strongly about their family as you do? Why?
5. Who are the people at school that help you?
6. What do these people do for you?
7. Why should we respect the worth and dignity of all our classmates, teachers, and other people we meet?
8. What rights and responsibilities do you have within the school?

Examples of Behavioral Objectives

RATIONALE: Because human life is sacred and the people in the family and at school are within the realm of experience of a six-year-old, he should be able to:

1. Tell some of the things he could do to help his family.
2. Participate in making a class book depicting various families of classmembers and describe the differences.
3. Express sensitivity to the needs of other members of his family through role playing and in class activities.
4. Show respect for others through role playing.
5. List some tasks that any child might perform to assist his family.
6. Participate in role playing a family situation where tasks are assigned to the various members.
7. Name or list the people at school who serve him, e.g., teacher, principal, custodian, cooks, nurse, counselor, etc.
8. Explain the duties these people perform to make school more pleasant for him.
9. Abide by the rules and regulations of the school.

SOCIAL GOAL II--THE USE OF INTELLIGENCE TO IMPROVE HUMAN LIVING

Focal Point 2--The Individual in a Democracy Must Rely on His Own Intelligence

Examples of Guiding Questions

1. What is meant by being intelligent?
2. What opportunities do you have for improving your intelligence?
3. Why is it important to make wise decisions?
4. How do children in other cultures improve their intelligence?

Examples of Behavioral Objectives

RATIONALE: First-grade students should begin to use their intelligence in decision making and each should be able to:

1. Tell some of the values of being able to attend school, to meet people, and to learn to read as a means of increasing his intelligence.
2. List reasons why it is important to be on time, to do one's own work, and to be dependable.
3. Explain his responsibility as a citizen within the classroom and school, e.g., taking turns, sharing, contributing, etc.
4. Tell why opportunities for education in other countries may be different from his but meet the educational needs of that country.
5. Increasingly show greater ability to solve personal problems in social interaction.
6. More capably contribute to the solutions of great problems.

SOCIAL GOAL III--RECOGNITION AND UNDERSTANDING OF WORLD INTERDEPENDENCE

Focal Point 3--No Nation is Economically Self-Sufficient

Examples of Guiding Questions

1. What needs do the various members of your family have that are different from yours?
2. What is the economic source of income for your family?
3. What is the economic source of supply for your school?
4. Why do we need to recognize that our economic actions affect people around us and also people of other countries?

Examples of Behavioral Objectives

RATIONALE: Because an economic awareness is necessary in our society, a first grader should begin to be conscious of this and should be able to:

1. List some needs of the various family members and tell why they need them.
2. Tell where his father and/or mother work and what they do to help the family.
3. Tell why he must be responsible for using money wisely.
4. Explain in a general way what tax means, where it comes from, and how it is used for public good.
5. Make a plan as to how the class can use the school and community resources wisely and conservatively.
6. Think through and verbalize results of situations where his economic behavior and actions affect others.

SOCIAL GOAL IV--UNDERSTANDING THE MAJOR WORLD CULTURES AND CULTURAL AREAS

Focal Point 4--Each of the Great Cultures Developed Its Distinctive Elements to Meet Challenges Posed to It During Its History

Examples of Guiding Questions

1. How do families in other countries compare with our families?
2. Do we have families from other countries in our community?
3. How can we learn about the customs of other countries?
4. How is our school organized?
5. In general, how is our country organized? e.g., President, Congress, states, counties, cities?

Examples of Behavioral Objectives

RATIONALE: Because a concept of world cultures can be initiated very early in the experience of a child, many children who have observed different kinds of organizations should be able to:

1. Select pictures from the library or some other source showing families from other cultures.
2. Find out if there are people from other countries living in the neighborhood or school area.
3. Prepare, as a class, a list of information you would like to know about the customs of other countries and determine the follow-up most suited to this particular class.
4. Explain that all cities, states, and counties have some kind of organization in order to function. That some of these serve the people very well and others not so well.
5. Tell why the school is organized the way it is with everyone doing his job in order for it to operate smoothly.
6. Explain that a democracy where all of the people can help to make the decisions is best for us.
7. Identify people who have lived in other cultures and invite them to share their insights with the class.

SOCIAL GOAL V--INTELLIGENT USE OF THE NATURAL ENVIRONMENT

Focal Point 5--As Man Has Explored and Settled the Land Surface of the Earth He Has Used It Sometimes Wisely and Sometimes Unwisely

Examples of Guiding Questions

1. What is meant by earth's surface?
2. Why is it important to the family and the school that we use the earth's surface wisely?
3. How does climate affect the way we live and what our needs will be?
4. How do families in other cultures adapt to their climate?

Examples of Behavioral Objectives

RATIONALE: Because the natural environment is so important to all of us, a six-year-old should be able to:

1. Locate his country on the globe.
2. Tell which is land and which is water.
3. Locate mountains, streams, farming lands, and forests.
4. Tell some of the things he personally enjoys when the earth's surface is used wisely.
5. Tell how the use of the earth's surface may affect the food supply, water supply, and whether we have clean air to breathe.
6. Tell what climate means and describe his own climate.
7. List the needs of people in his own climate that may be different in another climate.

SOCIAL GOAL VI--THE VITALIZATION OF OUR DEMOCRACY THROUGH AN INTELLIGENT USE OF OUR PUBLIC EDUCATIONAL FACILITIES

Focal Point 6--The Responsibility of the Community for Education of the Young Was Recognized in Laws Passed During the First Decade of Settlement

Examples of Guiding Questions

1. Why did the first settlers of our country believe that schools were important?
2. Who may attend the public schools?
3. Why is the school important to each citizen?
4. How does our work in first grade help to prepare us for the rest of our education?
5. How do the things we learn at school help us to live more harmoniously?
6. In what ways can education make our lives happier?

Examples of Behavioral Objectives

RATIONALE: The value of education to our entire national well-being is so fundamental that a child should be able to:

1. Explain how the public schools help to keep our country strong.
2. Tell how all ages, kindergarten through high school graduation, may attend school.
3. Explain how educated people usually make wiser decisions and are more interested in all of the people.
4. Make a list of school experiences that help children learn.
5. Tell the skills he has learned at school that he has been able to use at home and in the community.

SOCIAL GOAL VII--THE INTELLIGENT ACCEPTANCE, BY INDIVIDUALS AND GROUPS, OF RESPONSIBILITY FOR ACHIEVING DEMOCRATIC SOCIAL ACTION

Focal Point 7--Interdependence in the Modern World Increases the Urgent Need for Individuals and Groups to Assume Responsibility for the General Welfare as Well as for Their Own Immediate Good

Examples of Guiding Questions	Examples of Behavioral Objectives
1. Why should we listen to what others say? 2. What should we do when we disagree with other people? 3. Under what circumstances would it be appropriate to interrupt a group of people?	RATIONALE: Because young children have a role to play in assuming some responsibility for their behavior, they should be able to: 1. Listen to an idea being presented without interruption. 2. Practice courtesy in making a necessary interruption. 3. Tell the difference between an emergency and something that can wait. 4. Assume a contributive role in all group work.

SOCIAL GOAL VIII--INCREASING THE EFFECTIVENESS OF THE FAMILY AS A BASIC SOCIAL INSTITUTION

Focal Point 8--Variations Exist from One Segment of the Population to Another

Examples of Guiding Questions	Examples of Behavioral Objectives
1. Why is it better to live in a family than by yourself? 2. What can you do as a family that you cannot do by yourself? 3. How is family life in other countries like your family life? 4. For what purposes do families gather together? 5. When are there times when families can't be together?	RATIONALE: Because first graders are in the process of adjusting from home to school, it is important for each to be able to: 1. Explain the advantages and responsibilities of being a family member. 2. Tell what his family might do together to have fun. 3. Dramatize, with a group, a family planning an activity. 4. Select pictures and tell how family life in other countries might be different from his own. The same as his own.

SOCIAL GOAL IX--THE EFFECTIVE DEVELOPMENT OF MORAL AND ETHICAL VALUES

Focal Point 9--A Discernible Trend in the Historical Development of Ethical and Spiritual Values Has Been an Increased Emphasis on the Goal of Man's Humanity Toward His Fellowmen

Examples of Guiding Questions

1. Why are our actions important to other members of our family?
2. How do family members help us to know what behavior is acceptable?
3. In what ways do our actions determine who our friends will be and how many friends we will have?

Examples of Behavioral Objectives

RATIONALE: In beginning to formulate some values of his own and develop a concern for others, a first-grade child should be able to:

1. Make a list (the class together, with the teacher recording) of things to do to help make family members happy.
2. Tell some good suggestions he has received from family members.
3. Dramatize ways of winning friends and how to be a good friend.
4. List some good behavioral practices he has learned.
5. Tell of some courteous behavior he has observed in others.
6. Make a booklet with illustrations of kindness toward others.

SOCIAL GOAL X--THE INTELLIGENT AND RESPONSIBLE SHARING OF POWER IN ORDER TO ATTAIN JUSTICE

Focal Point 10--The Ultimate Base of Equality Before the Law in the American System is Found in Our Judicial System

Examples of Guiding Questions

1. Why do families have rules?
2. Why do schools have rules?
3. What is the best way to enforce a rule?
4. What responsibility do you have to obey the rules of your home, the school, and the community?

Examples of Behavioral Objectives

RATIONALE: In the process of learning one's responsibility and abiding by the laws or rules that govern us, a child should be able to:

1. Explain some of the rules in his family and tell how they help to make the family live better.
2. Find out what the school rules are and how they apply to him.
3. Prepare, with the group, a list of class rules.
4. Participate in a discussion of how rules are enforced at home, school, and in the community.
5. Participate in a discussion of school rules and why such rules are needed.
6. Tell the meaning of fair play, punishment, and reward.
7. Decide why some people in the school help people obey the rules.

SOCIAL GOAL XI--THE INTELLIGENT UTILIZATION OF SCARCE RESOURCES TO ATTAIN THE WIDEST GENERAL WELL-BEING

Focal Point 11--In a Capitalistic, Free Enterprise Economy, the Major Purpose is to Facilitate the Exchange of Goods and Services

Examples of Guiding Questions

1. What is a resource?
2. What would happen if we didn't take care of our home and furnishings?
3. What would happen if we didn't take care of our school materials?
4. What is the proper way to get the things you really want?
5. Why do people usually choose things that are important to them?
6. Why do our wants and choices change?
7. What does mature mean?
8. What happens when we can't have what we want?

Examples of Behavioral Objectives

RATIONALE: To begin to develop an appropriate concept of the great American system of exchange of goods and services, he should be able to:

1. Tell some of the resources that help to make life better, e.g., water, soil, plants, gasoline, etc.
2. Share ideas of ways school materials could be used more effectively and wisely.
3. Plan and practice a project to illustrate thrift, e.g., saving for Red Cross, Weekly Reader, or a gift for someone.
4. Plan his own schedule for a day's work as a practice in making choices. Follow-up with an evaluation.
5. Participate in a classroom model showing how an economic system works.

SOCIAL GOAL XII--ACHIEVEMENT OF EXEMPLARY HORIZONS OF LOYALTY

Focal Point 12--Nationalism is Inconsistent With Many of the Economic and Technological Facts of Life

Examples of Guiding Questions	Examples of Behavioral Objectives
1. What does it mean to be loyal to your friends? Your family? Your community? 2. What are some ways you could show your loyalty? 3. What kind of citizen would you need to be in order to be loyal to your country?	RATIONALE: A fundamental characteristic of a good citizen is loyalty. Even small children should begin to understand this concept and be able to: 1. Tell what loyalty means in many situations, e.g., at home, at school, in the community, and demonstrate that he knows by his actions. 2. Participate with a group in planning ways that children might show loyalty. 3. Explain some of the characteristics of a good citizen who demonstrates loyalty. 4. Plan with a small committee, and present a dramatization showing loyalty.

SOCIAL GOAL XIII--COOPERATION IN THE INTEREST OF PEACE AND WELFARE

Focal Point 13--Practical Citizenship Requires the Acceptance of Compromise and Cooperative Efforts to Make It Work

Examples of Guiding Questions	Examples of Behavioral Objectives
1. What does it mean to cooperate? To compromise? 2. Who should make the decisions in a family? 3. How can a decision be made if half of the class want one thing and the other half want something different? 4. Why should we take turns to talk? To play? etc. 5. How do we know if someone is cooperating?	RATIONALE: For harmonious experiences at school and as a fundamental basis for living in society, a child should be able to: 1. Participate in voting experience to help make a decision. 2. Agree without argument when it is his or some other person's turn. 3. Work harmoniously with a group in solving a classroom problem.

SOCIAL GOAL XIV--ACHIEVING A BALANCE BETWEEN SOCIAL STABILITY AND SOCIAL CHANGE

Focal Point 14--The Modern Newspaper Stresses the Variant and the Odd While Too Often Ignoring or Minimizing the Stable

Examples of Guiding Questions

1. Is everything that you hear on television or read in the newspaper really true? Why?
2. What kind of news do you think would be good for a newspaper?
3. What parts of the newspaper do you like to see?
4. Why do we have a bulletin board for class news?

Examples of Behavioral Objectives

RATIONALE: In our society it is fundamental that people be aware of the influence of news media and learn to evaluate it in it's true perspective. A young child should be able to:

1. Recognize some advertising as such and not become too easily influenced by the "hard sell" tactics of some advertisers.
2. Organize a day's plan for himself and follow through with his commitment.
3. Adapt to routine classroom organization but not become too disturbed with some flexibility.
4. Identify a new story in the newspaper or on television.
5. Illustrate some erroneous aspects of ads shown on children's T.V. programs and in newspapers or children's magazines.

SOCIAL GOAL XV--WIDENING AND DEEPENING THE ABILITY TO LIVE MORE RICHLY

Focal Point 15--Increasing the Ability of the Whole Society to Live More Richly Faces Difficulties

Examples of Guiding Questions

1. What are some things a family might do to have fun together?
2. What do families in other cultures do to enrich their lives?
3. What do you do at school when you can choose a free-time activity?
4. What hobbies do you have that you enjoy?

Examples of Behavioral Objectives

RATIONALE: Because the wise use of time can make such a difference in life's satisfaction, each child should be able to:

1. List ways American children have fun with their family. e.g., travel, picnics, family parties, dinners, cook-outs, movies.
2. Make a picture collection of a family having fun.
3. Make a decision in how he will use his own free time.
4. Help to prepare a class list of hobbies that a six-year-old might do.
5. Select from the list one that appeals to him and pursue it. e.g., rock collecting, picture collecting, keeping a travel log, diary, or game collection.

TEACHER NOTES

PRIMARY GRADES K-3

SELECTED SOCIAL FUNCTIONS OF LIVING IN THE NEIGHBORHOOD WITH APPROPRIATE EXPANSION TO THE REGION, NATION, AND THE WORLD

SOCIAL GOAL I--RECOGNITION OF THE DIGNITY AND WORTH OF THE INDIVIDUAL

Focal Point 1--Human Life is Sacred

Examples of Guiding Questions

1. What things do I find in my neighborhood that protect or assist me?
2. How do people in other lands provide services that assist or protect the individual?
3. How can I best assist the people that protect or assist me to protect or assist others?
4. How free are we?
5. How can we lose our freedom?
6. How can we lose our freedom without breaking a law?

Examples of Behavioral Objectives

RATIONALE: Because there are many people and organizations in your locality that offer services to help and protect you, the second grade child should be able to:

1. Draw a neighborhood map on a paper which has the blocks marked out. Label the streets for five blocks in all directions from his home. Locate on it his home and the location of any businesses, organizations, or institutions that assist or protect him. Draw on the map the safest route from his home to that place.
2. Tell his teacher or other students about five individuals or institutions that protect or assist him and how they do it.
3. Describe orally how children of at least two other countries of the world are protected or helped by people or institutions in their lives. Locate these countries on a world map.
4. Show through role playing what he can do to help others who have the responsibility to protect or assist him.
5. Cite one incident where his freedom is restricted by group membership.

SOCIAL GOAL II--THE USE OF INTELLIGENCE TO IMPROVE HUMAN LIVING

Focal Point 2--The Individual in a Democracy Must Rely on His Own Intelligence

Examples of Guiding Questions	Examples of Behavioral Objectives
1. What kinds of decisions must we make? 2. How do we make wise decisions? 3. How do our decisions affect others? 4. What if our decisions are wrong?	RATIONALE: Since we have to make decisions every day, it is important that we make wise decisions because unwise decisions may bring trouble or harm to us or others around us. The second grade child should be able to: 1. Give orally at least five different decisions that he or the group have had to make during a day. 2. Tell why they made each of the above mentioned decisions giving the essential information evaluated before the decision was made. 3. For each of the five decisions selected in No. 1, tell orally and give specific examples of how each decision affected him and the group. 4. Tell orally and give a specific example of what the effects were on him or the group of an unwise or incorrect decision. 5. Show when faced with a situation requiring his decision, that he has a rational way of doing so.

SOCIAL GOAL III--RECOGNITION AND UNDERSTANDING OF WORLD INTERDEPENDENCE

Focal Point 3--No Nation is Economically Self-Sufficient

Examples of Guiding Questions

1. Where do the things we use come from?
2. How do other nations provide goods for us?
3. How do we provide goods for other nations?
4. Why do we use goods from other nations?
5. Why do other nations use goods from our nation?

Examples of Behavioral Objectives

RATIONALE: Since our life is greatly enriched by the goods and services of other nations, we should know why we need and use such services and how they enrich our lives. Each student should be able to:

1. Name either orally or in writing ten items found in his home or neighborhood that come from outside of the United States.
2. Locate on a map of the world at least ten nations from various locations and tell at least one product that they contribute for the use of Americans.
3. Find pictures in magazines or draw at least five products produced in the United States and tell how they are used by other countries.
4. List at least three items that the United States does not have or that is in short supply here and tell orally how and from whom we obtain them and what we use them for.
5. Use a world map to show the origin of items listed above.

SOCIAL GOAL IV--THE UNDERSTANDING OF THE MAJOR WORLD CULTURES AND CULTURE AREAS

Focal Point 4--Each of the Great Cultures Developed Its Distinctive Elements to Meet Challenges Posed to It During Its History

Examples of Guiding Questions

1. Why do we build homes like we do?
2. Why do other people in other countries build different types of homes?
3. Why is our clothing similar to some and different from other countries?
4. Why is our food similar and dissimilar to that of other countries?

Examples of Behavioral Objectives

RATIONALE: Most of the things we have in our lives came from other people or from other times. We have selected those that contribute to us to use. We should be aware of where many of our ideas, customs, and beliefs came from. Each student should be able to:

1. Tell orally to the teacher or other students how people in four different lands build their homes and what they are like.
2. Cut pictures out of magazines to show at least four different homes built in different parts of the United States and tell what the advantages are of each.
3. Tell about or show pictures and describe the dress of people from four different countries and explain why this dress was suited to that area.
4. Name ten foods found in his home that had their origin in other countries and tell which country originated each.
5. Help construct a model of homes and costumes of a selected culture.

SOCIAL GOAL V--THE INTELLIGENT USES OF THE NATURAL ENVIRONMENT

Focal Point 5--As Man Has Explored and Settled the Land Surface of the Earth He Has Used It Sometimes Wisely and Sometimes Unwisely

Examples of Guiding Questions

1. Why was our city settled here?
2. How has the land changed since man settled here?
3. How has man improved his natural environment?
4. How has man damaged his natural environment?
5. In what ways have we used the land in our neighborhood wisely? Unwisely?

Examples of Behavioral Objectives

RATIONALE: Since only portions of our earth are favorable for man, we must learn how to preserve that which is good and improve that which is poor. Each student should be able to:

1. Tell orally or in writing several reasons why our city was settled here.
2. Illustrate the land in our area as it was when man came and then illustrate how he has affected or changed it.
3. Tell and give examples of ways in which man has improved conditions in our area.
4. Tell at least two ways in which man made poor decisions in his use of the land in our area and what the results are. Suggest what he should have done in each case instead.
5. Point out orally or by actual visitation at least five attractive areas and five unattractive areas of our neighborhood and explain what makes them attractive or how their unattractiveness could be remedied.
6. By himself or with others, develop a plan for improving his home yard, church yard, or school yard and carry out the plan.

SOCIAL GOAL VI--THE VITALIZATION OF OUR DEMOCRACY THROUGH AN INTELLIGENT USE OF OUR PUBLIC EDUCATIONAL FACILITIES

Focal Point 6--The Responsibility of the Community for Education of the Young Was Recognized in Laws Passed During the First Decade of Settlement

Examples of Guiding Questions	Examples of Behavioral Objectives
1. Why do we provide schools for children? 2. How do people of other countries educate their children? 3. How does government affect our schools? 4. How do schools help our neighborhood?	RATIONALE: Since schools play an important part in all our lives, we should know several important things about them. Each student should be able to: 1. Tell orally why schools are provided for children in our country. Give reasons for a person's going to school. 2. Locate two other countries on a map and tell how their children are educated. 3. Tell the ways in which our neighborhood uses our school.

SOCIAL GOAL VII--THE INTELLIGENT ACCEPTANCE, BY INDIVIDUALS AND GROUPS, OF RESPONSIBILITY FOR ACHIEVING DEMOCRATIC SOCIAL ACTION

Focal Point 7--Interdependence in the Modern World Increases the Urgent Need for Individuals and Groups to Assume Responsibility for the General Welfare as Well as for Their Own Immediate Good

Examples of Guiding Questions	Examples of Behavioral Objectives
1. What groups or organizations in our neighborhood try to be helpful to the neighborhood and the people? 2. How can we assist these organizations in achieving their goals? 3. What do these organizations do and how do they do it?	RATIONALE: Because our lives are affected by many groups and organizations, we should be aware of their goals and methods for achieving these goals and how they affect us and other people. Each child should be able to: 1. List orally or in writing at least two examples of each of the following: a local service organization, a local recreation organization, a local religious

organization, a local government organization.
2. Identify orally the objectives of each of the named organizations in No. 1 and how they strive to meet these objectives.
3. Tell or show how he has used one or more of our local organizations.

SOCIAL GOAL VIII--INCREASING THE EFFECTIVENESS OF THE FAMILY AS A BASIC SOCIAL INSTITUTION

Focal Point 8--Variations Exist from One Segment of the Population to Another

Examples of Guiding Questions	Examples of Behavioral Objectives
1. What differences do we see in religions in our area? 2. What differences do we see in vocational activities? 3. How do different families resemble one another in religion, vocational activities, child rearing practices, composition, and racially?	RATIONALE: It is important that we recognize similarities and differences between ourselves and others so that we might better understand other people. Each student should be able to: 1. Locate on a map of our area several of the churches and tell something about the denomination of each. 2. Tell orally one or more different vocations in our area and the basic job role for each. 3. Tell orally how various people with diverse cultural backgrounds add interest or contribute to our area. 4. Describe several problems that do or could exist in our neighborhood and give reasons why the problem was created and suggest a possible solution for that problem. 5. Catagorize from the local area, traces found of things originating from various ethnic groups.

SOCIAL GOAL IX--THE EFFECTIVE DEVELOPMENT OF MORAL AND ETHICAL VALUES

Focal Point 9--A Discernible Trend in the Historical Development of Ethical and Spiritual Values Has Been an Increased Emphasis on the Goal of Man's Humanity Toward His Fellowmen

Examples of Guiding Questions

1. What evidence do you see around you that shows that people like to help other people?
2. What evidence do you see that people mistreat other people?
3. How does society treat those people that mistreat others?
4. What protection do you have from the mistreatment of others?

Examples of Behavioral Objectives

RATIONALE: Since life is filled with people who have different motives and values, we see examples of man's love for man around us as well as cases of man's ill treatment of others. Each student should be able to:

1. Tell about two or more examples as taken from actual cases on radio, television, newspapers, magazines, or his own experience of good deeds done by one person for another.
2. From the above listed sources, tell about at least three cases of a person's mistreatment of others and give reasons for such acts.
3. Explain, with at least three actual examples, how society tries to protect its citizens and how it punishes those who do mistreat others.
4. For one week, survey and tabulate good deeds which he has observed in his life.
5. Evaluate and discuss motives behind good deeds.
6. From observation, describe the positive effect a good deed has on the receiver and the doer.

SOCIAL GOAL X--THE INTELLIGENT AND RESPONSIBLE SHARING OF POWER IN ORDER TO ATTAIN JUSTICE

Focal Point 10--The Ultimate Base of Equality Before the Law in the American System is Found in Our Judicial System

Examples of Guiding Questions

1. How do we see the laws applied in our area?
2. How do the laws assist our area?
3. What types of courts do we have for trying people accused of breaking the law? How are they similar and different?

Examples of Behavioral Objectives

RATIONALE: Since our courts play an important part in protecting us as individuals, we should be aware of what they are and how they operate. Each student should be able to:

1. Identify orally at least three places where laws affect our area and explain how they assist and protect us.
2. Identify at least two different courts in our area and explain what types of cases each handles.
3. Visit a court and interview the court officials.

SOCIAL GOAL XI--THE INTELLIGENT UTILIZATION OF SCARCE RESOURCES TO ATTAIN THE WIDEST GENERAL WELL-BEING

Focal Point 11--In a Capitalistic, Free Enterprise Economy, the Major Purpose is to Facilitate the Exchange of Goods and Services

Examples of Guiding Questions

1. Why do stores offer such a variety of goods?
2. How are stores able to replace their stocks?
3. What services do various businesses provide for us?
4. How do I influence the price, quantity, and kind of goods offered in stores in my area?
5. How does the work adults do allow them to fill their needs?

Examples of Behavioral Objectives

RATIONALE: Since we cannot produce for ourselves all the things we need and want, we should understand how and why these needs and desires are met. Each student should be able to:

1. Visit three or more different businesses and tell whether they offer goods or services or both and how each fills a need or desire in society.
2. Show in a classroom model how the goods that people want determine what stores sell and stock.

3. Explain from own family viewpoint how the labor of parents is used to obtain family necessities or desired items.
4. Explain with illustrations what is meant by a fad--how it develops and how it affects the quantity, price, and kind of goods sold by stores.
5. Explain how competition affects the price of goods, both those classified as necessities and those called luxuries.

SOCIAL GOAL XII--ACHIEVEMENT OF EXEMPLARY HORIZONS OF LOYALTY

Focal Point 12--Nationalism is Inconsistent With Many of the Economic and Technological Facts of Life

Examples of Guiding Questions	Examples of Behavioral Objectives
1. Why should I be loyal to my family, friends, school, community, state, and nation? 2. How do I find out about things that happen throughout the world which affect me? 3. Why don't some people want to trade with other people?	RATIONALE: Although we should be loyal to our country, we should realize that we are affected by other parts of the world. Each student should be able to: 1. Give reasons for having loyalty for his family, friends, school, community, state, and nation. 2. Explain and give actual cases of how more rapid communication and transportation keep us informed about the world. 3. Tell with specific examples how people and goods from other lands add to our lives. 4. Tell why some people object to foreign trade.

SOCIAL GOAL XIII--COOPERATION IN THE INTEREST OF PEACE AND WELFARE

Focal Point 13--Practical Citizenship Requires the Acceptance of Compromise and Cooperative Efforts to Make It Work

Examples of Guiding Questions

1. Why do people have differences of opinion?
2. Are differences of opinion good or bad? Why?
3. How do we get consensus from differences of opinion?
4. When should we express our opinion?
5. What should we do if we disagree with a group decision?

Examples of Behavioral Objectives

RATIONALE: Life is full of compromise and differences of opinion. Because this is so, we all need to give opinion, accept opinion, and gain consensus when it is desirable to do so. Each student should be able to:

1. Give, from our class experiences, one or more cases where individuals or groups had different opinions and tell how these differences were overcome.
2. Give reasons why differences of opinion can be either good or bad.
3. Explain how he would try to get agreement from differing opinions in the following cases:
   a. He disagrees with a friend over what they will do after school.
   b. His committee disagrees over its display.
   c. The boys disagree over an out in a baseball game.
   d. He doesn't like the job his mother or father gave him at home.
   e. He doesn't agree with what another student says about the teacher.
4. Show when conflict arises that he can compromise and cooperate.

SOCIAL GOAL XIV--ACHIEVING A BALANCE BETWEEN SOCIAL STABILITY AND SOCIAL CHANGE

Focal Point 14--The Modern Newspaper Stresses the Variant and the Odd While Too Often Ignoring or Minimizing the Stable

Examples of Guiding Questions	Examples of Behavioral Objectives
1. Why do newspapers have different size print? 2. Why do newspapers print sensational stories? 3. Should newspapers be forced to print only certain kinds of stories? 4. How can we check the reliability of newspaper stories?	RATIONALE: Since newspapers are a very common place to get information that we need, we need to be sure the information we get is accurate. Each student should be able to: 1. Compare the same story as given in two newspapers to see how they are alike or different. 2. Tell why newspapers use headlines.

SOCIAL GOAL XV--WIDENING AND DEEPENING THE ABILITY TO LIVE MORE RICHLY

Focal Point 15--Increasing the Ability of the Whole Society to Live More Richly Faces Difficulties

Examples of Guiding Questions	Examples of Behavioral Objectives
1. How can cultural areas like art and music add to our lives? 2. Why are so many types of art and music available to the public? 3. How do we decide whether a cultural object or presentation is good or bad?	RATIONALE: Art, music, and other cultural activities greatly enrich our lives so we should become better acquainted with what they can contribute to our lives. Each student should be able to: 1. Show five paintings or pictures and tell sho he likes each of them. 2. Name and describe three styles of art. 3. Explain what reasons he has for judging art or music as good or bad, enjoyable or unenjoyable.

PRIMARY GRADES K-3

THE COMMUNITY PROCESSES WITH OUTWARD MANIFESTATIONS

SOCIAL GOAL I--RECOGNITION OF THE DIGNITY AND WORTH OF THE INDIVIDUAL

Focal Point 1--Human Life is Sacred

Examples of Guiding Questions

1. Why and how do others show their concern for the sacredness of my life?
2. How do people protect life in communities which have different needs?
3. What might happen if no one respected anyone else's life, liberty, or property?
4. Which freedoms do people have to work the hardest to keep?

Examples of Behavioral Objectives

RATIONALE: Because every life is sacred this becomes a concern of individuals, communities, and nations thus each child should become involved in the processes which are at work to protect him. Each student should be able to:

1. Tell orally as many things as he can think of which his city does to show its concern for the protection of life and promotion of safety of individuals.
2. Find two cities of different cultures on a world map and explain what their different needs might be to protect their freedoms.
3. List the freedoms he has to work the hardest to keep.
4. Show daily conformity with safety rules of his school, home, and community.

SOCIAL GOAL II--THE USE OF INTELLIGENCE TO IMPROVE HUMAN LIVING

Focal Point 2--The Individual in a Democracy Must Rely on His Own Intelligence

Examples of Guiding Questions

1. What background in making decisions should a person have so that he will be willing to accept the consequences of these decisions?
2. What are mass media and how can they be used by individuals in the community, the nation, and the world to build an informed citizenry?
3. How do people communicate and why is it important that they communicate with one another?

Examples of Behavioral Objectives

RATIONALE: Since a working democracy depends on intelligent law-making, judging, and leading, it is imperative that children learn the best means to use and develop their own native intelligence. Students should be able to:

1. Restate in his own words the meaning of a paragraph or statement read to him or given to him to read.
2. List in writing, three resources that people can use to get help in making decisions in a given area.
3. Role play to show a method of communication.
4. List the various media he has in his home or in the school which keep him informed about the world.
5. Defend data upon which he has based a decision.

SOCIAL GOAL III--RECOGNITION AND UNDERSTANDING OF WORLD INTERDEPENDENCE

Focal Point 3--No Nation is Economically Self-Sufficient

Examples of Guiding Questions

1. Why do people live in groups or communities?
2. Why could trading make people friends?
3. How are communities interdependent?

Examples of Behavioral Objectives

RATIONALE: Because no nation is economically self-sufficient and the world is "getting smaller", it is essential for children to understand how this affects them. Each student should be able to:

1. Tell what he thinks might happen if an individual were isolated from his group.

2. Choose a community, state or nation and tell how it depends on other like groups.
3. Referring to a map, tell something of the economic and geographic location a given community might have.
4. List goods and services he uses that come from other states and nations.

SOCIAL GOAL IV--THE UNDERSTANDING OF THE MAJOR WORLD CULTURES AND CULTURE AREAS

Focal Point 4--Each of the Great Cultures Developed Its Distinctive Elements to Meet Challenges Posed to It During Its History

Examples of Guiding Questions	Examples of Behavioral Objectives
1. What cultures are represented in your community? 2. How are these people alike? Different?	RATIONALE: Because our culture is a result of many cultures, the child needs to gain a respect for all culture and realize that to be different is not necessarily bad. Each student should be able to: 1. Give an oral report telling where parents or other ancestors lived before they came to this community--include why they came. 2. Choose a geographical area and illustrate with pictures, drawings, or other visual aids how their culture and/or resources have made the lives of others richer. 3. Illustrate or construct models of rural and urban communities.

SOCIAL GOAL V--THE INTELLIGENT USES OF THE NATURAL ENVIRONMENT

Focal Point 5--As Man Has Explored and Settled the Land Surface of the Earth He Has Used It Sometimes Wisely and Sometimes Unwisely

Examples of Guiding Questions

1. Why do the climate and geography of the land influence where and how men live?
2. Have people used our area unwisely? How? What can be done or is being done to restore or conserve this resource?
3. What types of deserts are there?
4. What types of mountains are there?

Examples of Behavioral Objectives

RATIONALE: As civilization has progressed and man has explored the earth, seas, and skies, it becomes increasingly important to conserve the natural resources and children should recognize their responsibility to help do this. Each student should be able to:

1. Describe his own living area and tell something of the way people live there. Contrast it with a remote area.
2. Tell three things men can do to make a given area more livable.
3. Choose one conservation area near home and explain to the class what is being done there and why.
4. Plan and carry out a personal or class conservation project.

SOCIAL GOAL VI--THE VITALIZATION OF OUR DEMOCRACY THROUGH AN INTELLIGENT USE OF OUR PUBLIC EDUCATIONAL FACILITIES

Focal Point 6--The Responsibility of the Community for Education of the Young Was Recognized in Laws Passed During the First Decade of Settlement

Examples of Guiding Questions

1. What did the founders of your community do to educate their children?
2. How can your community work with your school to promote civic activities and responsibilities?
3. How can your schools prepare you for your future?
4. How are your schools supported?

Examples of Behavioral Objectives

RATIONALE: Because public education is a heritage of our children, they should have an understanding of the development of education in their community and know something of how their schools are run and supported. Each student should be able to:

1. Tell to the class an incident concerning the early settlement

5. What do we do to educate our children today?
6. What do people in other countries do to educate their children?

of their community in relation to the education of the children.

2. Because taxes are a subject of discussion in many homes, let the child express his idea of what they are and why we have them.
3. Tell about the kinds of schools we have in our community.

SOCIAL GOAL VII--THE INTELLIGENT ACCEPTANCE, BY INDIVIDUALS AND GROUPS, OF RESPONSIBILITY FOR ACHIEVING DEMOCRATIC SOCIAL ACTION

Focal Point 7--Interdependence in the Modern World Increases the Urgent Need for Individuals and Groups to Assume Responsibility for the General Welfare as Well as for Their Own Immediate Good

Examples of Guiding Questions

1. Does our concern begin or stop with friends? Why or why not?
2. Why is it necessary to form various groups within the community to help others?
3. What rights and responsibilities do we as citizens have to make improvements in our community?

Examples of Behavioral Objectives

RATIONALE: Since there is a need for individuals and their groups to assume responsibility for general welfare, the greater the need becomes for children to grow up accepting and understanding this responsibility. Each student should be able to:

1. List three instances that show concern for people other than friends.
2. Help the class form committees to solve problems that occur in class or on the school grounds.
3. Interview his parents about problems that they have in the community and tell about them in class.

SOCIAL GOAL VIII--INCREASING THE EFFECTIVENESS OF THE FAMILY AS A BASIC SOCIAL INSTITUTION

Focal Point 8--Variations Exist from One Segment of the Population to Another

Examples of Guiding Questions

1. Do you have to work away from home to help support your family? If not, how do you contribute to the welfare of your family?
2. Do you know of any time or place when children have had to work away from home?
3. Why do some mothers take jobs away from home?
4. How can a family working together help the community?

Examples of Behavioral Objectives

RATIONALE: Since there are variations in family organization and responsibilities, children should understand these variations and respect them--people have a right to be different. Each student should be able to:

1. Participate in a dramatization by playing a part in a home situation where both parents work away from home.
2. List four or more reasons why mothers work away from home.
3. List five ways or more children can help a family when mother and father both work.
4. Explain what you think your responsibilities in the family would be if your family changed its way of living; i.e., moved tc a larger or smaller community, both parents started to work, mother left her outside job and stayed home, illness or death of wage earner in the family, family occurred.

SOCIAL GOAL IX--THE EFFECTIVE DEVELOPMENT OF MORAL AND ETHICAL VALUES

Focal Point 9--A Discernible Trend in the Historical Development of Ethical and Spiritual Values Has Been an Increased Emphasis on the Goal of Man's Humanity Toward His Fellowmen

Examples of Guiding Questions	Examples of Behavioral Objectives
1. How do people or organizations influence your decisions or beliefs concerning other people? 2. How can people have different values and yet agree?	RATIONALE: There is a trend in development of ethical and spiritual values with increased emphasis on the worth of the individual and his responsibility for others. Each student should be able to: 1. Write a list of three or more people or groups outside the home and be prepared to explain how they can or have influenced him in making decisions. 2. Demonstrate with other class members through role playing how people who don't agree can still work together with advantages for both. 3. List some people or groups he has helped or would like to help and tell how he did it or would do it.

SOCIAL GOAL X--THE INTELLIGENT AND RESPONSIBLE SHARING OF POWER IN ORDER TO ATTAIN JUSTICE

Focal Point 10--The Ultimate Base of Equality Before the Law in the American System is Found in Our Judicial System

Examples of Guiding Questions	Examples of Behavioral Objectives
1. Why do we have laws? 2. Who decides our punishment if we break laws? 3. Are laws made for a few or all of the people? 4. Why should justice be concerned with reeducating the lawbreaker?	RATIONALE: If our judicial system is to bring justice for all and reward, educate, or punish members of society for their reactions to the laws, we must help the coming generations have an intelligent understanding of the need and a application of such laws. Each student should be able to:

1. Name some laws in the community that affect him.
2. Name some laws that don't affect him now but might in the future.
3. Read the newspaper or listen to the television or radio newscasts and bring some examples to show that the judicial system is concerned with reeducating the lawbreaker.
4. Establish and conform to class rules.

SOCIAL GOAL XI--THE INTELLIGENT UTILIZATION OF SCARCE RESOURCES TO ATTAIN THE WIDEST GENERAL WELL-BEING

Focal Point 11--In a Capitalistic, Free Enterprise Economy, a Major Purpose is to Facilitate the Exchange of Goods and Services

Examples of Guiding Questions	Examples of Behavioral Objectives
1. What are the natural resources of your area? 2. Are your natural resources or services in demand by other people? 3. How does your community obtain and distribute products needed by its people?	RATIONALE: Since every community must have a means for obtaining and making available to its citizens the goods and services they need and want, each student should be able to: 1. List some of the natural resources or services or goods in his area that are in demand by people from other areas. 2. Find on a map the areas which benefit from the natural resources, products, or services from his area. 3. List as many goods as he can which he uses that are produced in other places and locate those places on a map. 4. Identify one or more needs or desires of his family and tell how they are met by community services.

SOCIAL GOAL XII--ACHIEVEMENT OF EXEMPLARY HORIZONS OF LOYALTY

Focal Point 12--Nationalism is Inconsistent With Many of the Economic and Technological Facts of Life

Examples of Guiding Questions

1. What is loyalty?
2. How can loyalty to one group be a drawback to national or international progress?
3. How does a person develop loyalties?
4. What can we give loyalty to?

Examples of Behavioral Objectives

RATIONALE: Because loyalty to our families, community, state, and our country is basic to the continuation of our way of life, a student should be able to:

1. List five groups or persons he is loyal to.
2. Explain and/or give examples why sometimes loyalty to one group might be detrimental to the progress of larger, more encompassing groups.
3. Tell how we use products from other countries even when our country produces the same product.
4. Show personal loyalty to his family and friends.
5. Resolve loyalty conflicts satisfactorily.

SOCIAL GOAL XIII--COOPERATION IN THE INTEREST OF PEACE AND WELFARE

Focal Point 13--Practical Citizenship Requires the Acceptance of Compromise and Cooperative Efforts to Make It Work

Examples of Guiding Questions

1. What happens when there is conflict within a community or between communities or nations?
2. What are some ways conflicts can be resolved?
3. Why are cooperation and compromise necessary?
4. Why is a community based on cooperation?

Examples of Behavioral Objectives

RATIONALE: Because our democracy is based on cooperation of individuals on a family, community, state, regional, and national level, each student should be able to:

1. Bring newspaper or magazine clippings to show where conflicts exist. Give ideas of how these conflicts could be solved.
2. Participate in role playing to demonstrate how conflicts can be resolved.

3. Show with actual examples how his community has solved past conflicts or problems which confronted it, or is trying to solve some present problems.

SOCIAL GOAL XIV--ACHIEVING A BALANCE BETWEEN SOCIAL STABILITY AND SOCIAL CHANGE

Focal Point 14--The Modern Newspaper Stresses the Variant and the Odd While Too Often Ignoring or Minimizing the Stable

Examples of Guiding Questions

1. Should you always believe what is printed in newspapers and magazines?
2. What could you do to find out what is real news?
3. Why do newspapers and magazines exist?
4. Why are newspapers both partial and impartial?
5. Why do some people want to censor newspapers?
6. How did we gain Freedom of the Press in the United States of America? What does it mean?
7. What purpose do your local and state newspapers serve?
8. Why do newspapers spend more time telling about bad or sad events than good or happy ones?

Examples of Behavioral Objectives

RATIONALE: Because our society demands a decision-making public, the newspaper plays a vital role in supplying needed information in making decisions. To help him learn how to make informed decisions, a student should be able to:

1. Bring clippings from a newspaper that stress
   a. odd or variant behavior
   b. stable, constructive behavior
2. Compare news reports of a particular happening from two or more newspapers, television, radio, or news magazines.
3. Compare, if possible, a news report and an editorial comment on the same news happening.
4. State some factors that influence newspapers both in advertising and reporting.
5. Participate in developing a class newspaper and satisfactorily fill several contributive roles on its staff.

SOCIAL GOAL XV--WIDENING AND DEEPENING THE ABILITY TO LIVE MORE RICHLY

Focal Point 15--Increasing the Ability of the Whole Society to Live More Richly Faces Difficulties

Examples of Guiding Questions

1. What is leisure time?
2. How do people use their leisure time differently?
3. What does your community offer to help you use your leisure time profitably to live more richly?
4. Who should choose what you do with your leisure time?

Examples of Behavioral Objectives

RATIONALE: Because of an ever increasing amount of leisure time for most people, the use they make of it will greatly influence the quality of culture in that society. Therefore, it is increasingly important for children to set up values for the use of this time early in life. Each student should be able to:

1. Explain the criteria to use in deciding which activities would contribute to a more complete and satisfying life.
2. List and orally evaluate five things to be done in leisure time.
3. Discuss how the individual use of leisure time could affect others.

TEACHER NOTES

INTERMEDIATE GRADES 4-6

NATURAL AND SOCIETAL INTER-RELATIONSHIPS WITHIN OUR HOME STATE

SOCIAL GOAL I--RECOGNITION OF THE DIGNITY AND WORTH OF THE INDIVIDUAL

Focal Point 1--Human Life is Sacred

Examples of Guiding Questions

1. On what basis does a person deserve or warrant respect?
2. What does love, consideration, and kindness have to do with behavior? (see Social Goal IX)
3. What can a fourth-grade child do to protect himself?
4. What are some of the problems we have in Utah in protecting and conserving life? (traffic deaths, etc.)
5. How can we increase our own self-respect?
6. How are most accidents caused?

Examples of Behavioral Objectives

RATIONALE: Because we hold that life is sacred, each student will be able to:

1. List orally at least two ways the state of Utah protects and perserves life.
2. Give three instances where people have been kind and considerate of him or her.
3. Give examples of three kinds of activities which may endanger human life.
4. Write three ways in which he or she can help to protect human life.
5. List two ways in which carelessness can result in injury or loss of life.
6. Exemplify conformity with safety and health rules and procedures.

SOCIAL GOAL II--THE USE OF INTELLIGENCE TO IMPROVE HUMAN LIVING

Focal Point 2--The Individual in a Democracy Must Rely on His Own Intelligence

Examples of Guiding Questions

1. Why does one need to know how to vote intelligently?
2. If your father votes for someone for an office and that per person is not elected, what alternatives could your father take?
3. As we obtain knowledge, should we also accept more responsibilities and obligations? Why?

Examples of Behavioral Objectives

RATIONALE: Because an individual in a democracy must learn to make wise decisions if democracy is to survive, the student will be able to:

1. List three qualities one should look for in selecting a class leader.

4. What would happen if there were no public schools in Utah?

2. Give two ways in which education helps one to refine and improve a person's power to make wise decisions.
3. Write at least one paragraph which explains the importance of practicing democracy in the classroom.
4. Exercise greater independence in setting goals and achieving them.

SOCIAL GOAL III--RECOGNITION AND UNDERSTANDING OF WORLD INTERDEPENDENCE

Focal Point 3--No Nation is Economically Self-Sufficient

Examples of Guiding Questions

1. Who were the early pioneers dependent upon? Why?
2. How did the early Indian tribes of Utah survive?
3. What effect has transportation had upon our lives as citizens of the state of Utah?
4. Suppose that Utah was cut off from the rest of the United States by a massive transportation strike, how would it change our way of life?
5. How do the different regions and areas of Utah help each other? (valleys that produce food and mountains that have minerals)
6. How does your area of Utah depend upon other regions of the state for different things?
7. Why must Utah use its resources carefully?

Examples of Behavioral Objectives

RATIONALE: Within the state of Utah there is an interchange of goods and services. Utah also exchanges goods and services with other states and with various countries of the world. Since it is invaluable that each person realize that Utah is dependent upon other states and nations, the student will be able to:

1. List five items found in the home that came from other countries.
2. List at least five items that come from other counties in our state, like cheese, milk, meat, wool, turkeys, iron ore, coal, gasoline, etc.
3. Give three ways in which the method of obtaining goods and services has changed from pioneer times to the present.
4. Plan and serve a meal consisting of imported foods.
5. Plan, help prepare, and serve a pioneer meal.

SOCIAL GOAL IV--THE UNDERSTANDING OF THE MAJOR WORLD CULTURES AND CULTURE AREAS

Focal Point 4--Each of the Great Cultures Developed Its Distinctive Elements to Meet Challenges Posed to It During Its History

Examples of
Guiding Questions

1. What makes Utah different from other states in the Union?
2. What are some of the challenges the people of Utah face today? How is the state meeting these challenges?
3. What were some of the challenges the early pioneers faced? How did they meet these challenges?
4. Why are some parts of the State of Utah thickly populated with people while other parts are only sparsely settled?
5. How are the challenges you face different from those of your parents or grandparents?

Examples of
Behavioral Objectives

RATIONALE: Students should become aware of unique characteristics of their home state in order to develop loyalties and to be knowledgeable of unique state and local problems and programs. He should also realize that other cultures have met problems and have developed unique solutions of their own. This knowledge will develop his empathy for the oneness of mankind and for the people of other cultures. A student should be able to:

1. Discuss orally two problems faced by Indians in this area and explain how they solved them.
2. Write at least one paragraph explaining how the pioneers met and solved the problems in satisfying their basic needs.
3. List three current problems facing Utah, providing at least one solution for each.
4. Write three ways in which Utah is unique.
5. Role play at least three challenges faced by the early pioneers of Utah.
6. Write two reasons why some parts of your own area are thickly populated while other parts are only sparsely settled.

SOCIAL GOAL V--THE INTELLIGENT USES OF THE NATURAL ENVIRONMENT

Focal Point 5--As Man Has Explored and Settled the Land Surface of the Earth He Has Used It Sometimes Wisely and Sometimes Unwisely

Examples of Guiding Questions

1. Where would you locate a new garbage dump for your area?
2. How has the land in our state been used to advantage? Disadvantage? Why?
3. What benefits does the state of Utah receive from productive land?
4. Why do fewer people live in mountains than on lower land?
5. Why did the Mormon pioneers settle in the areas they did?
6. In what ways is land protected in Utah?
7. What effect could selling farm land for residential property have on the state.

Examples of Behavioral Objectives

RATIONALE: Land has been a basic resource through the ages. Because of its importance students should realize that it has been valued for different reasons at different times. They should be allowed to see how it is valued at the present time. They should begin to predict the consequences of present policies on land use. The student will be able to:

1. Give two examples of how land today is used differently than 50 years ago, a hundred years ago.
2. Identify on a map at least five different ways in which land in the state of Utah is used.
3. Locate at least three local industries, visit them, and tell how their use of land and resources affect you (water and air pollution, etc.)
4. List three ways in which the land in his own area is used wisely. List three ways in which there has been an unwise use of land in his own area.
5. Draw on a local map areas zoned for different uses.
6. Identify the "wilderness areas" of Utah by pointing them out on a map.
7. Identify a person who has traveled widely in your state and bring him to school as a resource person.

SOCIAL GOAL VI--THE VITALIZATION OF OUR DEMOCRACY THROUGH AN INTELLIGENT USE OF OUR PUBLIC EDUCATIONAL FACILITIES

Focal Point 6--The Responsibility of the Community for Education of the Young Was Recognized in Laws Passed During the First Decade of Settlement

Examples of Guiding Questions

1. Who has a right to obtain an education?
2. Where did the money come from to build our school? Where does the money come from to buy books and other school supplies? Who pays the teachers?
3. What public services should a state provide? A community? How are they to be financed?
4. How is Utah meeting its needs for schools?
5. Relate how school first started in Utah and why?
6. What is the difference between a private school and a state school?

Examples of Behavioral Objectives

RATIONALE: Because students should be able to understand and express to others that the provision for their education falls upon their parents and other adults in the community, they should be able to:

1. Give at least three reasons why a community should support education.
2. Write at least two paragraphs explaining the importance of education to the early settlers of our state.
3. Give three ways in which the education of the early settlers differed from our own education today.
4. Name two functions of a board of education.
5. Write a description of how the members of the board of education are elected.

SOCIAL GOAL VII--THE INTELLIGENT ACCEPTANCE, BY INDIVIDUALS AND GROUPS, OF RESPONSIBILITY FOR ACHIEVING DEMOCRATIC SOCIAL ACTION

Focal Point 7--Interdependence in the Modern World Increases the Urgent Need for Individuals and Groups to Assume Responsibility for the General Welfare as Well as for Their Own Immediate Good

Examples of
Guiding Questions

1. What responsibility do we have for the general welfare of other people?
2. What goods and services does taxation provide for use in Utah that would be too expensive for us to provide for ourselves?
3. How do poor families in Utah get food, clothing and shelter or money to pay for these items?
4. Where could a family that had just moved to Utah go to get help if they were without money?
5. What were some jobs performed by the pioneers that are no longer available in our state now?
6. What kinds of jobs are available now that weren't available to your grandfather?
7. What are the causes of poverty?

Examples of
Behavioral Objectives

RATIONALE: Our constitution calls upon government to "promote the general welfare". Our democracy causes us to be concerned about others since within every society there are those groups that could not find a way to meet their basic needs without help from outside means. Each student should be able to:

1. Give at least three reasons why some people are unable to Provide for themselves.
2. Explain orally how people of other cultures care for their needy.
3. Write to a ghetto school and by correspondence, compare their life with yours.
4. Explain orally the meaning of a ghetto.
5. List orally at least four government services provided by taxation.
6. Write at least one paragraph which explains how a ghetto develops.
7. List at least three problems created by a ghetto.

SOCIAL GOAL VIII--INCREASING THE EFFECTIVENESS OF THE FAMILY AS A BASIC SOCIAL INSTITUTION

Focal Point 8--Variations Exist from One Segment of the Population to Another

Examples of Guiding Questions

1. How does the role of a mother in a city family differ today from the role of a mother in a farm family? Father's role? Child's role?
2. How does the life of the city child compare with that of a child born in rural Utah?
3. How do people differ in our state?
4. How does a person's life change when he moves from a farm to a city?
5. Why would you expect to find people living differently in different places?
6. To what extent does race and national origin bring about variations in society?
7. What influence does religion have on groups of people?

Examples of Behavioral Objectives

RATIONALE: Variation in individuals, in groups, in neighborhoods, in cities, and in nations is a fact of life. Children must learn to live with variations and accept their positive aspects. They should be able to:

1. Make three comparisons in the way of life of children living in rural and urban areas.
2. Make three contrasts between their way of life and that of students in two other cultures of the world.
3. Explain at least three factors that cause people to form small or common groupings and give advantages and disadvantages for these groups.
4. Correspond with students from an area which contrasts with his own.

SOCIAL GOAL IX--THE EFFECTIVE DEVELOPMENT OF MORAL AND ETHICAL VALUES

Focal Point 9--A Discernible Trend in the Historical Development of Ethical and Spiritual Values Has Been an Increased Emphasis on the Goal of Man's Humanity Toward His Fellowmen

Examples of Guiding Questions

1. Where did Utah's basic spiritual values originate?
2. Where did America's basic spiritual values originate?
3. Has there always been a separation of church and state in Utah? Explain why you think there should or should not be?

Examples of Behavioral Objectives

RATIONALE: Most world cultures and religions stress the need for consideration between men. Because our democratic society values such consideration, each student should be able to:

1. Role play in a number of incidents to demonstrate how

4. Why is it important to be tolerant of other people and their religious beliefs?
5. What does love, consideration and kindness have to do with behavior?
6. What factors contribute to a child's behavior?
7. Who are our fellowmen?
8. How does it make one feel when he helps others to be happy?
9. What is meant by "social class"?

people show consideration for others.

2. Show in his class and extra-curricular activities that he is considerate of others.
3. Give three examples of how consideration of others has been practiced in his family and in his school.
4. Give five examples which show how people are making some attempts at caring for and helping their fellowman.

SOCIAL GOAL X--THE INTELLIGENT AND RESPONSIBLE SHARING OF POWER IN ORDER TO ATTAIN JUSTICE

Focal Point 10--The Ultimate Base of Equality Before the Law in the American System is Found in Our Judicial System

Examples of Guiding Questions

1. How are laws in Utah formulated and enforced to insure equality before the law?
2. Does the state ever have the right to coerce its citizens? Why? When?
3. Are all Utah citizens equal before the law?
4. How has our judicial system developed?
5. How are judges selected?
6. What types of courts do we have?
7. Why are courts important in any democratic government?
8. How do courts protect all citizens?

Examples of Behavioral Objectives

RATIONALE: Our courts have been cornerstones of our freedoms. Every citizen should know how they function and how they safeguard his liberty. Each student should be able to:

1. Explain orally the part played by laws, legislation, police, courts, and lawyers in our society in trying to insure equality before the law.
2. Identify several types of courts and explain the types of cases each kind handles.
3. Explain orally how courts fit into a balance of power concept in government.
4. Contrast in writing our court system with one other system in the world.
5. List and explain several rights a person has in any court of law.
6. Identify a person in your area who has lived under another government system and interview him or have him present to the class his impressions of the system.

SOCIAL GOAL XI--THE INTELLIGENT UTILIZATION OF SCARCE RESOURCES TO ATTAIN THE WIDEST GENERAL WELL-BEING

Focal Point 11--In a Capitalistic, Free Enterprise Economy, the Major Purpose is to Facilitate the Exchange of Goods and Services

Examples of Guiding Questions

1. What possible ways are there for a person to gain money?
2. How does man exchange goods and services?
3. What are the main goods and services exchanged by Utah to other states?
4. How does your family get its foot, water, clothing, etc.?
5. How do you gain the money you need as a family?
6. What causes inflation?
7. What causes recession?

Examples of Behavioral Objectives

RATIONALE: Unless a person functions successfully in our economic system, he is relegated to a life of unhappiness and want. Children need to see how our economic system works and how it relates to them. A student should be able to:

1. Give three examples of the process whereby goods and services are provided for an individual. (a family, a city, a state, and a nation)
2. Write five problems related to the exchange of goods and services.
3. Write three examples which show how advertising affects the exchange of goods and services.
4. Select one product found on the market today and illustrate the process by which it was transformed from its natural state to the form in which it is utilized by the consumer.
5. Identify within your school, how the school economy functions and if possible, the role of each contributor to the system.

SOCIAL GOAL XII--ACHIEVEMENT OF EXEMPLARY HORIZONS OF LOYALTY

Focal Point 12--Nationalism is Inconsistent with Many of the Economic and Technological Facts of Life

Examples of Guiding Questions

1. Can one be loyal to one community, state, or nation without being disloyal to the others?
2. Would you buy imported cheese over cheese made in Utah? Why?
3. How would our lives be different if we used only those goods and materials that originated in the United States.
4. How would an isolation policy affect us politically?

Examples of Behavioral Objectives

RATIONALE: Our lives are greatly enriched because of our economic interaction with other states and other countries. Each student should be able to:

1. Show five examples of goods purchased in Utah but imported from other states or countries.
2. Show five examples of goods exported from Utah to other areas of the United States or world.
3. Illustrate how a person's family benefits from the exchange and trade of goods or products with other areas of the world.
4. Discuss several facts that should be considered in buying goods.
5. Compare reasons why a person should or should not purchase goods made in the United States.

SOCIAL GOAL XIII--COOPERATION IN THE INTEREST OF PEACE AND WELFARE

Focal Point 13--Practical Citizenship Requires the Acceptance of Compromise and Cooperative Efforts to Make It Work

Examples of Guiding Questions

1. Who benefits when people share?
2. Can we get along without compromise?
3. Politically, how do we compromise and why?
4. How did our early settlers in Utah utilize compromise and cooperation?
5. Socially why do we often compromise?
6. Within our families why is compromise necessary?

Examples of Behavioral Objectives

RATIONALE: Democracy demands compromise. Children need to see compromise as a logical means for solving problems and resolving conflicts. Each student should be able to:

1. Give examples illustrating how man has adapted his living to the varied conditions of nature.
2. Illustrate three examples of how your family uses cooperation.
3. Explain how states and municipalities utilize cooperation and compromise in their economic activities.
4. Dramatize examples which illustrate how the early pioneers depended on cooperation.
5. Cite examples of compromise and cooperation in a culture other than his own.
6. Give examples of compromises he has made.
7. Explain why cooperation is more common than conflict in our society.

SOCIAL GOAL XIV--ACHIEVING A BALANCE BETWEEN SOCIAL STABILITY AND SOCIAL CHANGE

Focal Point 14--The Modern Newspaper Stresses the Variant and the Odd While Too Often Ignoring or Minimizing the Stable

Examples of Guiding Questions

1. Should we always rely on the newspaper for accuracy and truth?
2. Why do newspapers and news media concentrate on the sensational and unusual?
3. Which groups receive more of the newspaper space?
4. Why are the news media in business?
5. How can the news media affect us politically? Economically? Socially?
6. How do we gain a better perspective of what is the truth in relation to news media?

Examples of Behavioral Objectives

RATIONALE: One of the major influences in the lives of all citizens is the newspaper. Children need to see the purpose for the makeup of newspapers and be able to discern bias, subjectivity, and objectivity in advertising and news carried in newspapers. Each student should be able to:

1. Select three articles from a newspaper that deal with the sensational and unusual, and three articles that illustrate stability.
2. Select three articles from a newspaper that deal with factual information and defend his choice.
3. Select two articles from a newspaper that illustrate sentimentalism or portray propaganda.
4. Give several reasons which explain or illustrate why newspapers react to economic and political pressures.
5. Describe how personal bias can color news reports.
6. Cite at least one example in politics where news reporting has had an impact.
7. Give two ways in which the newspaper influences consumer buying.
8. Write an article on a school happening and compare it with another student's version of the same event.

SOCIAL GOAL XV--WIDENING AND DEEPENING THE ABILITY TO LIVE MORE RICHLY

Focal Point 15--Increasing the Ability of the Whole Society to Live More Richly Faces Difficulties

Examples of Guiding Questions

1. Why are we in Utah able to live better, have more things, more leisure time and recreation, and more opportunities than the pioneers who lived in Utah in the 1850's?
2. What are some of the problems that our way of life brings that the pioneers did not face?
3. What factors influence a society's ability to live more richly?

Examples of Behavioral Objectives

RATIONALE: Our people have the richest lives of any people on earth. However, we still face many difficult problems as a people. Students of today, as citizens of the next few years, will need to be aware of these problems. Each student should be able to:

1. In several ways, contrast our present society with that of Utah's pioneers.
2. Cite at least three examples of problems facing society as a result of modern technology.
3. Illustrate the meaning of a rich live.
4. Give two reasons why providing a rich life for all people is a difficult task.
5. Identify life factors which money cannot buy.

TEACHER NOTES

INTERMEDIATE GRADES 4-6

THE AMERICAN CIVILIZATION AND ITS PLACE IN THE MODERN WORLD

SOCIAL GOAL I--RECOGNITION OF THE DIGNITY AND WORTH OF THE INDIVIDUAL

Focal Point 1--Human Life is Sacred

Examples of Guiding Questions

1. In what way does the United States Constitution show human life to be sacred?
2. Do any events in American history show that human life was considered sacred? What are some examples to the contrary?
3. Why did the Virginia House of Burgesses, composed in part of slave and property owners, champion the rights of individuals?
4. What evidence is there in America today that shows we consider human life to be sacred? Is there evidence of the opposite? Why?

Examples of Behavioral Objectives

RATIONALE: Because our nation is founded on a Constitution which protects the individual, students should be able to:

1. Identify five individual rights and give examples of how the Constitution guarantees them.
2. Give three examples showing how the concept of "the sacredness of human life" has been violated in relation to minority groups.
3. Write two examples from the lives of great Americans to show that they valued human life.
4. Name five persons or agencies in our society which help to preserve human life.
5. Cite one example of a case where the Supreme Court has protected the individual.
6. By observing and tabulation, determine the most commonly violated right in his school, and originate and implement a program to correct this.

SOCIAL GOAL II--THE USE OF INTELLIGENCE TO IMPROVE HUMAN LIVING

Focal Point 2--The Individual in a Democracy Must Rely on His Own Intelligence

Examples of Guiding Questions

1. Why is it important to be informed about political issues before voting?
2. Identify a current problem that has been faced and possibly solved in other times. How can the solution to the problem apply today?
3. How has the free mind been an asset and a liability for society?
4. Why does our form of government need informed citizens?
5. Why do so many of our citizens take little interest in political affairs?
6. What problems in America reflect our failure to be informed?

Examples of Behavioral Objectives

RATIONALE: Our democracy is based on the consent of the governed. If the citizens are uninformed, they are unable to make wise decisions which will be for the common good. Therefore, students should be able to:

1. Show the importance of being well informed when voting for school officers by listing three things each candidate stands for.
2. Tell or write three examples in America where problems have been solved to improve living standards.
3. Demonstrate ability to use their intelligence in solving social and academic problems at school.
4. Give examples of two issues that fact citizens where wise decisions are necessary.
5. Explain orally how citizens can become informed on two of the following areas: taxes, candidates for office, government services, crime problems, etc.
6. Write one paragraph explaining how concerned citizens can express either support or opposition to an issue.
7. Suggest two ways in which some current problems found in our community could be solved by active citizen involvement.

SOCIAL GOAL III--RECOGNITION AND UNDERSTANDING OF WORLD INTERDEPENDENCE

Focal Point 3--No Nation is Economically Self-Sufficient

Examples of Guiding Questions

1. What evidence do we see of world interdependence?
2. How can we tell if a country has accepted the idea of interdependence?
3. Does America rely on other countries for any economic goods? What goods? What countries?
4. Do other countries rely on America for economic goods? What goods? What countries?
5. Why does America regulate imports and exports?
6. What purpose does a country or state have in putting a tariff on certain items?

Examples of Behavioral Objectives

RATIONALE: No fact is more apparent in our economic lives than that we both benefit from and derive benefits for other countries through our economic interaction. So that students can more fully realize this fact, each should be able to:

1. Show five items which he uses that came from some other country or state.
2. Show five things which America produces for other countries.
3. List two things which America can produce more economically than other countries.
4. List two things that other countries can produce more economically than America.
5. Explain in one paragraph why it is economically feasible for countries to exchange goods and services.
6. Give two examples of import restrictions and tell why they have been imposed.

SOCIAL GOAL IV--THE UNDERSTANDING OF THE MAJOR WORLD CULTURES AND CULTURE AREAS

Focal Point 4--Each of the Great Cultures Developed Its Distinctive Elements to Meet Challenges Posed to It During Its History

Examples of Guiding Questions

1. Are there any values, mores, and folkways which are common to most Americans? Name them?
2. What are some of the cultural differences in America? Why are they different?
3. Are there any cases when common values have aided America's cause?
4. How have different cultural backgrounds aided America's cause?
5. What cultural traits have we derived from other cultures?
6. Is the American unique? Why or why not?

Examples of Behavioral Objectives

RATIONALE: One of the traits that has made America great is the ability of our system to assimilate people from widely diverse backgrounds. diverse backgrounds. So that he might fully realize this and support such a system, a student should be able to:

1. Give several reasons why America's cultural background is different from that of most nations.
2. Show acceptance of other cultures by including in his play activities students of other races.
3. Contrast various ways by which various cultures have aided in America's development.
4. List three values, mores, or folkways which are common to most Americans and contrast these with those of another culture.

SOCIAL GOAL V--THE INTELLIGENT USES OF THE NATURAL ENVIRONMENT

Focal Point 5--As Man Has Explored and Settled the Land Surface of the Earth He Has Used It Sometimes Wisely and Sometimes Unwisely

Examples of Guiding Questions

1. What changes in the environment came about as the United States made the transition from an agricultural to an industrial economy?
2. How were the early settlers wise in their use of the land? How were they unwise?
3. How were the Mountain Men wise in their use of the natural environment? How were they unwise?
4. How were the Plains People wise in their use of the land? How were they unwise?
5. What projects are being carried out in America today which show how to use the land more wisely?
6. What are some examples today of misuses of the land?

Examples of Behavioral Objectives

RATIONALE: Since man is a creature of the earth and his life comes from the earth, each student should develop an appreciation of the essential place of the land in the life of all. Therefore, each student should be able to:

1. Through observation of the natural environment, identify two examples of wise use of the natural environment as well as two examples of misuse.
2. Give two long-range effects where land surface is used wisely.
3. Give two long-range effects where land surface is used unwisely.
4. Utilize the library effectively by finding two references relating to the wise and unwise use of the land.
5. Cite two ways government agencies aid in conservation projects.
6. Utilize a resource person to illustrate good conservation practices.

SOCIAL GOAL VI--THE VITALIZATION OF OUR DEMOCRACY THROUGH AN AN INTELLIGENT USE OF OUR PUBLIC EDUCATIONAL FACILITIES

Focal Point 6--The Responsibility of the Community for Education of the Young Was Recognized in Laws Passed During the First Decade of Settlement

Examples of Guiding Questions

1. Before the time of public schools in America, who was responsible for the education of young people?
2. Why did education of the few change to education of the masses in America?
3. Should we continue to educate the masses? Why or why not?

Examples of Behavioral Objectives

RATIONALE: Since education is now a vital life-long process, each child should realize its importance in order to better prepare himself for life. Each student should be able to:

1. Give two reasons for the development of public education in America.
2. Give three reasons why education is a community responsibility.
3. State two sources from which public education receives financial aid.
4. Give three examples which indicate how a person benefits from education.
5. Show by his care of school facilities and equipment that he values his opportunity for an education.
6. State in writing, orally, or visually how the American education system contrasts with that of another culture.

SOCIAL GOAL VII--THE INTELLIGENT ACCEPTANCE, BY INDIVIDUALS AND GROUPS, OF RESPONSIBILITY FOR ACHIEVING DEMOCRATIC SOCIAL ACTION

Focal Point 7--Interdependence in the Modern World Increases the Urgent Need for Individuals and Groups to Assume Responsibility for the General Welfare as Well as for Their Own Immediate Good

Examples of Guiding Questions

1. What has been done and what is being done in our country that shows America's concern for the general welfare?
2. Why do we assume responsibility for the general welfare?
3. What channels would an individual work through in aiding the general welfare?
4. How are groups formed to aid the general welfare? What are some groups?

Examples of Behavioral Objectives

RATIONALE: In a modern society the welfare of one reflects on the welfare of the whole. No individual could long exist in isolation from his fellowmen. At no time in history has the world been so interdependent. Each student should be able to:

1. Demonstrate his commitment to cooperation in group work by obeying school rules.
2. Locate two current articles which give examples of our interest in the general welfare of Americans.
3. Explain orally the meaning of the clause in the United States Constitution which says, "promote the general welfare".
4. Give two examples from his family, friends, community, state, or nation of interdependence between individuals and between groups.

SOCIAL GOAL VIII--INCREASING THE EFFECTIVENESS OF THE FAMILY AS A BASIC SOCIAL INSTITUTION

Focal Point 8--Variations Exist from One Segment of the Population to Another

Examples of Guiding Questions

1. What are some basic similarities of the American family life in the country or the city?
2. What are some of the changing trends in the American family?
3. How has the role of the mother changed in the American society?
4. How has the role of the family changed from the frontier family to the present-day family?
5. How does American family life compare with that of other countries?
6. How does the family function in providing emotional growth and security for its members?

Examples of Behavioral Objectives

RATIONALE: Since the family is the basic unit of most societies and since in the United States many factors are affecting the family, students need to understand the importance of the family. Each student should be able to:

1. Identify and describe orally the roles of various family members.
2. List at least three similarities and three differences in rural and urban family life.
3. Cite and describe three changes that have occurred in American family life from the colonial period to the present and explain why each change has taken place.
4. Compare in writing the family life in America with that of at least one other culture.
5. Give one reason for the breakdown in family life today and project the possible consequences into the future.
6. Report on new insights he has gained of a different culture through correspondence with someone in that culture.

SOCIAL GOAL IX--THE EFFECTIVE DEVELOPMENT OF MORAL AND ETHICAL VALUES

Focal Point 9--A Discernible Trend in the Historical Development of Ethical and Spiritual Values Has Been an Increased Emphasis on the Goal of Man's Humanity Toward His Fellowmen

Examples of Guiding Questions

1. Why do most Americans uphold the idea of doing good to one's fellowman?
2. Where do people get their different ideas and beliefs of doing good to one's fellowman?
3. Why is it important for Americans to demonstrate humanity toward their fellowmen?
4. How does our law enforcement system apply to respecting others?
5. Why do we have such an in creased crime rate in the United States?
6. What role should the government play in caring for the people?

Examples of Behavioral Objectives

RATIONALE: Man has a long history dealing with the philosophy behind his treatment of others and governing his relations with them. A student should be aware of where his customs, values, and attitudes originated and how they are changed. Each student should be able to:

1. Cite and explain the stand of at least two religious philosophies that affect America's values regarding relationship with others.
2. Identify and explain at least two factors that could destroy man's regard for other people.
3. Write one paragraph discussing the role of law enforcement and its need in our society.
4. Give two reasons why it is important for the government to be concerned about the welfare of her people.

SOCIAL GOAL X--THE INTELLIGENT AND RESPONSIBLE SHARING OF POWER IN ORDER TO ATTAIN JUSTICE

Focal Point 10--The Ultimate Base of Equality Before the Law in the American System is Found in Our Judicial System

Examples of Guiding Questions

1. How did America get the concept of justice and the rule of law?
2. What examples in America today show our continued belief in equality before the law?
3. How does the Constitution provide for a Judicial Branch and what are its functions?
4. What kinds of courts do we have and what does each do?
5. What are some of the notable cases where court decisions affected most Americans?
6. How do courts operate?

Examples of Behavioral Objectives

RATIONALE: A basic branch of our government is the judicial. It is the watchdog of American values. It affects every citizen. A student should be aware of its role in his life. To do this, a student should be able to:

1. Demonstrate his belief in equality by showing fair play with other students.
2. Find three current news articles which demonstrate equality before the law.
3. Give two examples from ancient cultures which show how our law system was derived.
4. Identify and describe the functions of various courts in his locality.
5. Identify and describe orally the roles of various officials in local, state, and national court systems.
6. Cite at least three examples of famous court decisions that affected most Americans.
7. Read from fiction or biography, cases of inequality before the law.

SOCIAL GOAL XI--THE INTELLIGENT UTILIZATION OF SCARCE RESOURCES TO ATTAIN THE WIDEST GENERAL WELL-BEING

Focal Point 11--In a Capitalistic, Free Enterprise Economy, the Major Purpose is to Facilitate the Exchange of Goods and Services

Examples of Guiding Questions

1. What characterizes the free enterprise economy?
2. How did America get the concept of a free enterprise economy?
3. How does the freedom to buy and sell freely permit saving without hoarding goods?
4. How has the free enterprise economy created abuses in our nation?
5. How does the free enterprise economy differ from that of totalitarian systems?
6. What forces activate the free enterprise economy?

Examples of Behavioral Objectives

RATIONALE: Our growth as a nation can be tied directly to the accomplishments of our free enterprise economy. In order for a child to function in this economy and develop allegiance to it, he should be able to:

1. Tell orally two ways in which he takes part in the free exchange of goods and services.
2. Write one paragraph explaining the reason behind America's idea of the free enterprise economy.
3. Identify and describe four economic systems ranging from primitive to technical levels.
4. Write two ideas which compare the function of a capitalistic system with a totalitarian system.
5. Cite two abuses that developed in our economic system and tell how they were overcome.
6. Write two ways which describe the role of government in our free enterprise economy.
7. Explain in two paragraphs how the consumer activates the American economy.
8. Collect and give three examples of how newspapers, television, and radio affect consumer buying.

SOCIAL GOAL XII--ACHIEVEMENT OF EXEMPLARY HORIZONS OF LOYALTY

Focal Point 12--Nationalism is Inconsistent With Many of the Economic and Technological Facts of Life

Examples of Guiding Questions

1. How has modern transportation changed America's relationship with other parts of the world?
2. What responsibility does America have to other nations or people?
3. What responsibility should other nations have to America?
4. How did our early colonies discover that nationalism hindered trade and growth?
5. Why has the United States moved from isolationism to world involvement?

Examples of Behavioral Objectives

RATIONALE: Many factors have served to change American focus from a regional, to a national, and to a world view. Every American now finds himself a citizen of the world. Each student should be able to:

1. Write at least one paragraph to show the relationship and interdependency that exist between nations of the world.
2. Give two ways in which he can show interest and concern for other people and nations of the world without diminishing his loyalty to America.
3. Trace the fluctuations of American world interests through major events in our history and explain why the interests grew or waned.
4. Give three examples of how his life is enriched by other areas of the world.
5. Cite orally two programs by which the United States involves itself in other parts of the world.
6. Relate two problems that arise as a result of world involvement.
7. Help plan and implement a program to help an individual or a group in need.

SOCIAL GOAL XIII--COOPERATION IN THE INTEREST OF PEACE AND WELFARE

Focal Point 13--Practical Citizenship Requires the Acceptance of Compromise and Cooperative Efforts to Make It Work

Examples of Guiding Questions

1. What problems are involved in preventing war and at the same time defending ourselves against tyranny and aggression?
2. Why is it necessary for an American to accept the responsibility to work with the decisions made by the majority?
3. How does a citizen see compromise and cooperation function around him each day?
4. How does compromise and cooperation function in government?

Examples of Behavioral Objectives

RATIONALE: The growth of a democratic society is based on the ability of the society to find compromises which do not destroy freedom or values on which the society is based. For students to show this, each should be able to:

1. Explain why it is important to consider the opinions of others even when that opinion disagrees with one's own view.
2. Show cooperation by willingness to play games chosen by the group, and willingness to work according to group decisions.
3. Illustrate from our country's history, times when we made a compromise.
4. Give examples of times when the United States government did not compromise.
5. Cite cases where cooperation has brought great benefit to people.
6. Give illustrations which show how cooperation and compromise function in our economic, political, and social systems.
7. Show in group planning situations that he is able to propose and accept compromise.

SOCIAL GOAL XIV--ACHIEVING A BALANCE BETWEEN SOCIAL STABILITY AND SOCIAL CHANGE

Focal Point 14--The Modern Newspaper Stresses the Variant and the Odd While Too Often Ignoring or Minimizing the Stable

Examples of Guiding Questions

1. What function does the newspaper serve in the American society?
2. How do newspapers, magazines, and other means of modern mass communication affect the actions of the American people?
3. What type of news do we most often hear? Or read?
4. Why do newspapers have such freedom?
5. How can newspapers both create and solve problems?
6. What are the major parts of a newspaper and why do they contain them?

Examples of Behavioral Objectives

RATIONALE: Through our history the newspaper has played a vital role in our way of life. Freedom of the press is guaranteed by the Constitution. Every freedom has its responsibilities. To best realize the role of the newspaper in our lives, each student should be able to:

1. Write one paragraph which illustrates that the sensational and unusual news articles are not representative.
2. Cite areas of the newspaper and the type of news presented in each.
3. Write at least one paragraph explaining how and why our Constitution guarantees freedom of the press.
4. List two reasons why or how a newspaper could influence the public on an important issue.
5. Select three articles from a newspaper that are representative samplings of news articles that show bias.
6. Participate in the development and operation of a class or school newspaper.

SOCIAL GOAL XV--WIDENING AND DEEPENING THE ABILITY TO LIVE MORE RICHLY

Focal Point 15--Increasing the Ability of the Whole Society to Live More Richly Faces Difficulties

Examples of Guiding Questions

1. Who should set the standards of what living more richly should be?
2. Who should set the standards for what is good music, good art, good literature, or for any other forms of pleasure or recreation?
3. How do we in America determine what is good or what is living more richly?
4. Who and/or what influences Americans to enjoy the type of pleasure and recreation in which they become involved?

Examples of Behavioral Objectives

RATIONALE: In a technological age we face a continual threat of losing our human values. There is more to life than economic riches. A person can be rich and happy in other ways. Each student should be able to:

1. Give several reasons why he likes certain forms of cultural art.
2. Make a list of at least three organizations that add to the cultural wealth of the community.
3. Identify in writing at least one artist from each of the fields of art, music, drama, and literature and be able to write at least two sentences outlining the contributions of each.
4. Identify in writing three individuals from America's past who have contributed to our cultural heritage.
5. Give orally a book report to the class or a small group on one of America's great artists.
6. List five ways in which he can improve his own ability to live more richly in areas other than monetary.
7. Visit and exemplify enjoyment of an art exhibit or another cultural presentation.

INTERMEDIATE GRADES 4-6

MAN IN HIS WORLD ENVIRONMENT

SOCIAL GOAL I--RECOGNITION OF THE DIGNITY AND WORTH OF THE INDIVIDUAL

Focal Point 1--Human Life is Sacred

Examples of Guiding Questions	Examples of Behavioral Objectives
1. What should we do when we find people in need in our own community? 2. What should we do when we discover that many children in a foreign country are starving? 3. Why do nations go to war? 4. Why doesn't a home owner usually put up a "No Trespassing" sign in his yard?	RATIONALE: Society expects schools to turn out acceptable citizens who contribute to their society. Given the opportunity to act, the student will be able to: 1. Respond to the needs of personal acquaintances in distress by furnishing his services or goods voluntarily. 2. Help organize and/or participate in a United Fund, Red Cross, Anti-Litter Drive, etc.

SOCIAL GOAL II--THE USE OF INTELLIGENCE TO IMPROVE HUMAN LIVING

Focal Point 2--The Individual in a Democracy Must Rely on His Own Intelligence

Examples of Guiding Questions	Examples of Behavioral Objectives
1. What should be done with a national leader who fails? 2. Should Russia try to beat us in space exploration? 3. Should we try to beat Russia in space exploration? 4. Should we spend money trying to make fresh water from sea water?	RATIONALE: In a democracy an individual is expected to rely upon his own intelligence to make important social decisions and to accept the responsibility of decision making and the consequences of those decisions. For his vote to be most effective in his own social and school activities, the student should be able to: 1. Find at least one fallacy when presented with an argument with several fallacies in it.

2. Classify ideas that are based on experience, experiment (scientific method), logic, superstition, history or bias.
3. Analyze and list possible motives behind an idea.
4. Realistically project the results of an idea which might occur under many situations.

SOCIAL GOAL III--RECOGNITION AND UNDERSTANDING OF WORLD INTERDEPENDENCE

Focal Point 3--No Nation is Economically Self-Sufficient

Examples of Guiding Questions

1. Why do we import transistor radios and automobiles?
2. Why do we import bananas?
3. What does it mean to be self-sufficient?
4. What evidence is there that trade with other nations is and has always been important?

Examples of Behavioral Objectives

RATIONALE: Because our lives are enriched through the use of resources and products from other areas and because we also send our resources and products to other areas, each student should be able to:

1. Show five common items used or purchased that were made in a foreign country.
2. Show several specific items that are imported that could easily be produced here.
3. Show several specific items that are imported that could not easily be produced here.
4. Show several specific items that foreign countries buy from us.
5. Give specific examples of how our lives are enriched by reciprocal trade with other nations.
6. Illustrate how the lives of people in at least three other cultures, ancient or modern, also utilize trade with other cultures.

SOCIAL GOAL IV--THE UNDERSTANDING OF THE MAJOR WORLD CULTURES AND CULTURE AREAS

Focal Point 4--Each of the Great Cultures Developed Its Distinctive Elements to Meet Challenges Posed to It During Its History

Examples of Guiding Questions	Examples of Behavioral Objectives
1. What brought about the development of money? 2. What people developed writing and for what purpose? 3. Why are so many people starving in India and other undeveloped areas? 4. Why do so few starve in America and yet why do we have the poor and needy at all in the midst of our plentiful life?	RATIONALE: No culture has the same developmental conditions as an other. Each culture must solve its unique and basic problems and challenges. Each student should realize this fact and be able to: 1. Name some of the needs of a primitive people developing a trading culture. 2. Describe and defend a position on the role of the United States in helping other nations.

SOCIAL GOAL V--THE INTELLIGENT USES OF THE NATURAL ENVIRONMENT

Focal Point 5--As Man Has Explored and Settled the Land Surface of the Earth He Has Used It Sometimes Wisely and Sometimes Unwisely

Examples of Guiding Questions	Examples of Behavioral Objectives
1. What areas of the world, if any, outside of the United States are threatened by pollution? 2. What is the most likely cause of that pollution? 3. What areas, if any, outside of the United States seem to be free of pollution? 4. What seems to be the reason there is no trouble in question No. 3?	RATIONALE: Humanity must begin to realize what it has done to its natural environment and how it now is in jeopardy. Each student should be able to: 1. Explain how a model balanced environment such as an aquarium works without becoming polluted. 2. Identify some actions of man that have caused pollution. 3. Propose some actions of man to prevent or overcome pollution of the environment. 4. Change his own behavior, however slight, to reduce the pollution he personally is causing.

SOCIAL GOAL VI--THE VITALIZATION OF OUR DEMOCRACY THROUGH AN INTELLIGENT USE OF OUR PUBLIC EDUCATIONAL FACILITIES

Focal Point 6--The Responsibility of the Community for Education of the Young Was Recognized in Laws Passed During the First Decade of Settlement

Examples of Guiding Questions	Examples of Behavioral Objectives
1. How do the people of other nations decide who gets an education? Cite examples? 2. How does education of the young differ in a totalitarian and a democratic system? 3. What does education do to improve our lives?	RATIONALE: Every culture has its own educational system for preparing the young to function in that system. Every student should know the purpose of our educational system and what it offers to his life. Each student should be able to: 1. Name several ways in which our educational system prepares him for life. 2. Compare our educational system with a primitive one. 3. Compare purposes for education in a totalitarian system and a democratic system and contrast the relative freedoms offered by each. 4. Evaluate his educational efforts and implement one program to improve it.

SOCIAL GOAL VII--THE INTELLIGENT ACCEPTANCE, BY INDIVIDUALS AND GROUPS, OF RESPONSIBILITY FOR ACHIEVING DEMOCRATIC SOCIAL ACTION

Focal Point 7--Interdependence in the Modern World Increases the Urgent Need for Individuals and Groups to Assume Responsibility for the General Welfare as Well as for Their Own Immediate Good

Examples of Guiding Questions	Examples of Behavioral Objectives
1. Why is cooperation essential in all cultures? 2. Why is cooperation more vital to a democratic society than a dictator controlled society? 3. How does competition contribute to the growth of a society? 4. How does cooperation contribute to a society?	RATIONALE: No society can long exist unless its members cooperate for the achievement of common goals. Therefore, each student should be able to: 1. Cite examples from his life of how he benefits from the cooperative efforts of others.

5. How is political competition and cooperation exemplified in our culture?

2. Cite examples of how competition in a democratic society is still within the framework of commonly held goals and values.
3. Compare the vital role of voluntary cooperation in a democracy with demanded and forced cooperation in a totalitarian system.

SOCIAL GOAL VIII--INCREASING THE EFFECTIVENESS OF THE FAMILY AS A BASIC SOCIAL INSTITUTION

Focal Point 8--Variations Exist from One Segment of the Population to Another

Examples of Guiding Questions

1. In what ways are people alike?
2. In what ways are people different?
3. How can a society still have differences within common goals?
4. How can a democratic society accept and use differences while a controlled society strives to eliminate them?

Examples of Behavioral Objectives

RATIONALE: Our society recognizes and encourages a diversity of differences within it. Each student should be able to:

1. Explain why people vary in many ways and yet still may share common goals and values.
2. Show with appropriate examples how our country has accepted a diversity of peoples and has utilized this diversity to strengthen itself.
3. Compare the acceptance of diversity in a democratic society with the conformity of a totalitarian society.

SOCIAL GOAL IX--THE EFFECTIVE DEVELOPMENT OF MORAL AND ETHICAL VALUES

Focal Point 9--A Discernible Trend in the Historical Development of Ethical and Spiritual Values Has Been an Increased Emphasis on the Goal of Man's Humanity Toward His Fellowmen

Examples of Guiding Questions

1. What contributes to the humaneness of an individual?
2. Why does our society value equal rights and treatment for all?
3. Why do some systems perpetuate differences in status and role?
4. Why have some systems relegated some humans to a subhuman state?
5. How are our lives enriched by our concern for others?

Examples of Behavioral Objectives

RATIONALE: Basic to our democratic system, our way of life is the belief that "all men are created equal". Each student should be able to:

1. List commonly admired humane characteristics of an individual.
2. Select one humane characteristic missing from his own personality and incorporate it into his activities for one week.
3. Cite and give reasons why some cultures develop and maintain slavery or other inhumane characteristics.
4. Show how his life is enriched and made happier by the application of humane treatment to all.

SOCIAL GOAL X--THE INTELLIGENT AND RESPONSIBLE SHARING OF POWER IN ORDER TO ATTAIN JUSTICE

Focal Point 10--The Ultimate Base of Equality Before the Law in the American System is Found in Our Judicial System

Examples of Guiding Questions

1. Why must each culture develop means for settling disputes?
2. How has our judicial system shaped our lives today?
3. How does the function of the judiciary vary between a democracy and a totalitarian system?

Examples of Behavioral Objectives

RATIONALE: Our judicial system has and still plays a great part in shaping our lives. Each student should be able to:

1. Discuss reasons for a judicial system.
2. Compare the role of a judicial system in a democracy and a

totalitarian state.
2. Give some examples of court decisions that have affected our lives.
4. Identify the court's role as protector of our rights.
5. Relate the close association between rights, responsibilities, and privileges with appropriate illustrations.

SOCIAL GOAL XI--THE INTELLIGENT UTILIZATION OF SCARCE RESOURCES TO ATTAIN THE WIDEST GENERAL WELL-BEING

Focal Point 11--In a Capitalistic, Free Enterprise Economy, the Major Purpose is to Facilitate the Exchange of Goods and Services

Examples of Guiding Questions	Examples of Behavioral Objectives
1. How do the roles of the following vary in the economies of various cultures in the world? a. consumer b. producer c. government d. education e. natural resources f. technology 2. Why do we have advertising in our economic system?	RATIONALE: Our economic system is the world's most successful because of various factors. Each student should be able to: 1. Compare the function of money in various cultures ranging from primitive to advanced. 2. Compare the freedom and efficiency of our system with that of totalitarian systems. 3. Give examples of successes and failures of the free enterprise system.

SOCIAL GOAL XII--ACHIEVEMENT OF EXEMPLARY HORIZONS OF LOYALTY

Focal Point 12--Nationalism is Inconsistent With Many of the Economic and Technological Facts of Life

Examples of Guiding Questions	Examples of Behavioral Objectives
1. Why is it true that no modern culture is completely self-sufficient? 2. Why do most advanced countries do much internal and external trading? 3. Why do some people oppose free world trade while others want it? 4. How are your lives affected by world trade? 5. How does a country protect itself from the possible dangers of free trade? How does this protection affect you? Should it be continued? 6. How have most technological advances really been the result of the efforts of many people from many countries?	RATIONALE: Our lives are greatly enriched by products and ideas from other lands. A student should be able to: 1. Discuss those factors that make up a modern culture and show how it utilizes other cultures. 2. Trace the development of various ideas or inventions to show their origin. 3. Give examples of ways his life is enriched by contributions from other nations. 4. List reasons for and against government protection of national industries against foreign competition.

SOCIAL GOAL XIII--COOPERATION IN THE INTEREST OF PEACE AND WELFARE

Focal Point 13--Practical Citizenship Requires the Acceptance of Compromise and Cooperative Efforts to Make It Work

Examples of Guiding Questions	Examples of Behavioral Objectives
1. What is the relationship between compromise and cooperation? 2. How does our culture require compromise and cooperation? 3. Might there be issues on which we should not compromise or cooperate?	RATIONALE: No decision in a democracy is completely unanimous; yet when decisions are made, they require, if possible, unanimous support. A student should be able to: 1. Cite examples from his school life of the use of compromise. 2. Cite examples and discuss the process of compromise on governmental issues. 3. Defend his convictions which he will not compromise.

SOCIAL GOAL XIV--ACHIEVING A BALANCE BETWEEN SOCIAL STABILITY AND SOCIAL CHANGE

Focal Point 14--The Modern Newspaper Stresses the Variant and th Odd While Too Often Ignoring or Minimizing the Stable

Examples of Guiding Questions

1. If a friend tells you something you don't wish to believe, you might ignore him and yet if you see the same information in a newspaper you might be less likely to disbelieve it. Why would this be so?
2. How do you account for the fact that stories released by opposing sides in a war are often very different?
3. How do you account for the fact that stories told by opponents in an argument or fight do not always agree?
4. Why is the odd and unusual picked for newspaper stories and features rather than what the greater majority do every day?

Examples of Behavioral Objectives

RATIONALE: Newspapers play an influential role in our lives. To be sure they are a positive influence, a student should be able to:

1. Challenge news and written material on his own.
2. Point out doubtful areas or areas that could be misleading or simply incomplete or one-sided.
3. Do an elementary job of identifying propaganda and give his opinion of why it is there.
4. Use a few simple tests on news items or articles to see if there is any reason to doubt them even when he is not assigned to do so.

SOCIAL GOAL XV--WIDENING AND DEEPENING THE ABILITY TO LIVE MORE RICHLY

Focal Point 15--Increasing the Ability of the Whole Society to Live More Richly Faces Difficulties

Examples of Guiding Questions

1. What should you do with the time you are not engaged in any assigned activity (leisure time)?
2. Who decides what you should do?
3. What effect could leisure time have on the capabilities or accomplishments of a nation?
4. What has fostered the development of greater leisure time for American citizens?
5. How do the peoples of various cultures utilize leisure time?

Examples of Behavioral Objectives

RATIONALE: Leisure time, the reward of our productive society, is becoming a major challenge. A student should be able to:

1. State or write what living richly means to him.
2. Use his leisure or unstructured time at school in a way that fits his definition of living richly.
3. Show the ability to accept wider meanings of rich living when his leisure activities cause a conflict.
4. Achieve consensus on a problem without jeopardizing his values.
5. Name some cultural variations in use of leisure time and explain why it is a pressing problem in our nation.

SEVENTH GRADE

MY PLACE IN MY CHANGING WORLD

SOCIAL GOAL I--RECOGNITION OF THE DIGNITY AND WORTH OF THE INDIVIDUAL

Focal Point 1--Human Life is Sacred

Examples of Guiding Questions	Examples of Behavioral Objectives
1. What evidence do you see around you that our society holds human life sacred? 2. As an individual, what health habits must you develop to maintain fuller physical, mental, and emotional growth? 3. How do your friends influence your life? 4. On what basis do you as an individual select friends? 5. How does your family help you develop as an individual? 6. How do various occupations offer the opportunity for self-development and help to others?	RATIONALE: Our own self-concept relative to our lives and their worthwhileness is influenced by many factors. A student should be able to: 1. Identify and practice habits which contribute to good mental, physical, and emotional growth. 2. Describe and discuss characteristics seen in others that assist as well as detract from personal growth. 3. Name some reasons why our society holds life sacred and give examples of how society protects and improves life.

SOCIAL GOAL II--THE USE OF INTELLIGENCE TO IMPROVE HUMAN LIVING

Focal Point 2--The Individual in a Democracy Must Rely on His Own Intelligence

Examples of Guiding Questions	Examples of Behavioral Objectives
1. How do you use community services to enrich your life? 2. What family responsibilities and decisions are yours? 3. In your school life what opportunities are presented to you for decision making? 4. What issues and problems concern you about your life in your community?	RATIONALE: The ability to make good decisions in our various individual roles is a key to our self and group improvement. A student should be able to: 1. Play the roles of leaders and followers in a contrived situation of a discussion of a community problem.

2. Discuss decision-making roles assumed in family activities.
3. Evaluate their role in school activities and suggest ways for improving the role they play.

SOCIAL GOAL III--RECOGNITION AND UNDERSTANDING OF WORLD INTERDEPENDENCE

Focal Point 3--No Nation is Economically Self-Sufficient

Examples of Guiding Questions	Examples of Behavioral Objectives
	RATIONALE: Since no nation is economically self-sufficient, we might assume that there is also economic interdependence among individuals. Every person makes economic decisions. Junior high students are called upon to do so more and more frequently. A student should be able to:
1. What economic decisions do you as an individual make?	1. Identify some of the economic dilemmas facing students.
2. What economic decisions does your family make?	2. Identify common economic decisions made by their family.
3. How does the major economic base for your community affect you?	3. Compile a personal budget.
4. What are some of the occupations that function in the economy of your community?	4. Identify a large number of occupational models in their community and discuss the economic interdependence of each.
5. How do you benefit from the economic activities of other areas and other countries?	5. Identify those industries that form the economic base of their area and discuss contributions made by each.

SOCIAL GOAL IV--THE UNDERSTANDING OF THE MAJOR WORLD CULTURES AND CULTURE AREAS

Focal Point 4--Each of the Great Cultures Developed Its Distinctive Elements to Meet Challenges Posed to It During Its History

Examples of Guiding Questions

1. What elements of other world cultures do you see in your school, community, and regional area?
2. What minorities live in your area? What problems characterize these minority groups?
3. In your social and school activities what are the roles of students from minority groups?
4. How can minorities contribute to and be accepted as equals in your community?
5. What contributions have other cultures made to your way of life?

Examples of Behavioral Objectives

RATIONALE: All Americans originally were minorities. Each group has contributed to enrich our lives. Each student should be able to:

1. Identify several minority groups in his community and reflect valid ideas concerning their social, economic, and political problems.
2. Relate the contributions made by several minority groups in the development of his community.
3. Identify aspects of his life that can be traced to other cultures.

SOCIAL GOAL V--THE INTELLIGENT USES OF THE NATURAL ENVIRONMENT

Focal Point 5--As Man Has Explored and Settled the Land Surface of the Earth He Has Used It Sometimes Wisely and Sometimes Unwisely

Examples of Guiding Questions

1. What is your natural environment?
2. In your area how has man treated his natural environment?
3. What problems confront your community in relation to the natural environment?
4. What does the natural environment mean to you and your way of life?
5. How do institutions and groups in your area affect the environment?

Examples of Behavioral Objectives

RATIONALE: The state of the natural environment is a major factor in the success of any society. Each student should be able to:

1. Write a description of man's impact on the environment in his local area.
2. List some environmental problems that now or will confront his area and community.
3. Describe activities which destroy and those that protect the environment.

6. What role can the individual play in protecting and preserving his environment?
7. How does the use of water in an irrigation water reservoir affect your personal use of it?

4. Identify and practice actions that show constructive role in using his natural environment.
5. Give examples of how the natural environment enriches his life.

SOCIAL GOAL VI--THE VITALIZATION OF OUR DEMOCRACY THROUGH AN INTELLIGENT USE OF OUR PUBLIC EDUCATIONAL FACILITIES

Focal Point 6--The Responsibility of the Community for Education of the Young Was Recognized in Laws Passed During the First Decade of Settlement

Examples of Guiding Questions

1. What problems confront education in your area?
2. What occupational roles are found in the various educational systems of your area?
3. What roles do students have in your educational system?
4. What benefits accrue to your area from the increased education of its citizens?
5. How can you change your educational role to improve your life?
6. Who gets to be educated?
7. Should education be compulsory?

Examples of Behavioral Objectives

RATIONALE: Every individual needs to utilize the educational system to his most optimum benefit. A student should be able to:

1. Identify at least five occupations open in education and the training and aptitude necessary for each.
2. List benefits derived to a community from an educated citizenry.
3. Demonstrate behavior characteristics which give evidence of a desire to gain maximum benefit from school experience.
4. Evaluate his own educational objectives and propose logical means for attaining them.

SOCIAL GOAL VII--THE INTELLIGENT ACCEPTANCE, BY INDIVIDUALS AND GROUPS, OF RESPONSIBILITY FOR ACHIEVING DEMOCRATIC SOCIAL ACTION

Focal Point 7--Interdependence in the Modern World Increases the Urgent Need for Individuals and Groups to Assume Responsibility for the General Welfare as Well as for Their Own Immediate Good

Examples of Guiding Questions

1. Why do people join together?
2. How do you cause others to change? How do others change you?
3. What do you do to contribute to the well-being of your family?
4. What processes are open to those who want to bring about change at school? In your community? In your state? In the nation?
5. Should the general welfare of others ever be more important than your own?

Examples of Behavioral Objectives

RATIONALE: At times there is a struggle between a person's own desires and the need for the general good. In looking at this conflict realistically, a student should be able to:

1. List and evaluate processes whereby individuals change and cause change.
2. Give examples of how the family makes decisions and resolves conflicts.
3. Identify reasonable and legal processes for individuals and groups to bring about social, political, and economic change.
4. Give examples of situations in which the general and the individual welfare may be in conflict and show how such conflict might be resolved.

SOCIAL GOAL VIII--INCREASING THE EFFECTIVENESS OF THE FAMILY AS A BASIC SOCIAL INSTITUTION

Focal Point 8--Variations Exist from One Segment of the Population to Another

Examples of Guiding Questions	Examples of Behavioral Objectives
1. How do economic, social, political, and geographic differences help create variations in families? 2. How can an individual get along with other members of the family when there are such great individual differences among them?	RATIONALE: Acceptance of variation is an ideal of our society. It has been successful in assimilating great variables in people. A student should be able to: 1. Discuss variables in individual personalities, physical makeup, and values and give logical reasons for acceptance of them by others. 2. Describe how the role of a child, a mother, and a father may differ in at least three different kinds of families such as a one-parent family, a farm family, an economically deprived family, etc.

SOCIAL GOAL IX--THE EFFECTIVE DEVELOPMENT OF MORAL AND ETHICAL VALUES

Focal Point 9--A Discernible Trend in the Historical Development of Ethical and Spiritual Values Has Been an Increased Emphasis on the Goal of Man's Humanity Toward His Fellowmen

Examples of Guiding Questions	Examples of Behavioral Objectives
1. How should a friend treat a friend? 2. What creates conflict within us? 3. What creates conflict between people? 4. What creates conflict among groups? 5. What is the origin of our belief in humane treatment for for all? What has prevented its achievement? What can we do to help achieve it?	RATIONALE: Humanity toward our fellowmen as a goal of society is dependent upon each individual's humanity to those around him. A student should be able to: 1. Describe patterns and relationships in a well founded friendship. 2. Identify various ways of overcoming conflict, whether internal or in relationship with others. 3. Discuss examples of causes and possible solutions for intergroup conflict.

SOCIAL GOAL X--THE INTELLIGENT AND RESPONSIBLE SHARING OF POWER IN ORDER TO ATTAIN JUSTICE

Focal Point 10--The Ultimate Base of Equality Before the Law in the American System is Found in Our Judicial System

Examples of Guiding Questions

1. How do I settle disputes with my friends?
2. How do we settle disputes in our family?
3. How do we settle disputes in our school?
4. How are disputes settled in our community, state, and nation?
5. How does a court system serve an essential role in our democratic system?

Examples of Behavioral Objectives

RATIONALE: Since men joined together in groups and formed societies, there has been a need for settlement of disputes. This role is essential in a democratic society. Each student should be able to:

1. Discuss means for settling disputes in his own personal social environment.
2. Describe the processes available for redress of grievances in his city, his state, his nation.
3. Give reasons for the need of a court system in our democratic society.
4. Relate the close association between rights, responsibilities, and privileges with appropriate illustrations.

SOCIAL GOAL XI--THE INTELLIGENT UTILIZATION OF SCARCE RESOURCES TO ATTAIN THE WIDEST GENERAL WELL-BEING

Focal Point 11--In a Capitalistic, Free Enterprise Economy, the Major Purpose is to Facilitate the Exchange of Goods and Services

Examples of Guiding Questions

1. What decisions do you and your family regularly make as consumers?
2. How do you benefit from our economic system?
3. How are the services which the wage earners in your family perform converted into wanted goods and services?
4. What groups and institutions affect the economic system in your area?

Examples of Behavioral Objectives

RATIONALE: The ability to function efficiently in our economic system is a valued skill for all. Each student should be able to:

1. Describe how decisions made by consumers affect other people and groups in the economy.
2. Trace the cycle by which individual work is transformed into desired goods and services.
3. Identify and explain the role of various major groups and institutions in the economy of the area.

SOCIAL GOAL XII--ACHIEVEMENT OF EXEMPLARY HORIZONS OF LOYALTY

Focal Point 12--Nationalism is Inconsistent With Many of the Economic and Technological Facts of Life

Examples of Guiding Questions

1. What factors cause you to be loyal to your friends?
2. What factors cause you to be loyal to your family? Your church? Your school?
3. What factors determine your loyalty to your nation?
4. If loyalty to two things is in conflict, how do you make a decision?

Examples of Behavioral Objectives

RATIONALE: Our loyalties play a large part in determining our decisions to act. In our society students need to found firm loyalties and use them in making appropriate decisions. Each student should be able to:

1. Identify characteristics and factors which shape their loyalties to friends, peer groups, church, school, community, state, and nation.
2. List reasons for decisons they would make if loyalties were in conflict.

SOCIAL GOAL XIII--COOPERATION IN THE INTEREST OF PEACE AND WELFARE

Focal Point 13--Practical Citizenship Requires the Acceptance of Compromise and Cooperative Efforts to Make It Work

Examples of Guiding Questions

1. What develops cooperation in a person's life?
2. How do the principles of compromise and cooperation work in the following settings:
   a. friendships?
   b. school problems?
   c. family decisions?
   d. community action?
   e. state problems?
   f. national problems?
3. Why is acceptance of compromise essential in a democracy?
4. Why is our society really based more on cooperation than competition?

Examples of Behavioral Objectives

RATIONALE: A democracy is essentially a system for reaching compromise and consensus under rules of equality. Each student should be able to:

1. Cite and explain processes of compromise that function on a personal level.
2. Give reasons for the essential role of compromise in a society.
3. Cite with appropriate examples reasons why we are a cooperative society more than a competitive society.

SOCIAL GOAL XIV--ACHIEVING A BALANCE BETWEEN SOCIAL STABILITY AND SOCIAL CHANGE

Focal Point 14--The Modern Newspaper Stresses the Variant and the Odd While Too Often Ignoring or Minimizing the Stable

Examples of Guiding Questions

1. What roles do media play in your life?
2. Why do some people question the actions and motives of the various media?
3. What effect do various media have on you, your friends, your family, and your community?
4. What are the limitations of any medium as a source of information?
5. Why do some media deal with the variant more than the common? Should they?

Examples of Behavioral Objectives

RATIONALE: The various media greatly affect our lives. The newspaper plays a vital role in informing in a democracy. It can also play a negative role. Each student should be able to:

1. Identify media as a source of information and an influence on public opinion.
2. Examine several newspapers and evaluate various articles for propaganda and distortion.

6. Do the news media take advantage of their constitutional protection?	3. Explain why it is difficult to obtain complete objectivity in media presentations. 4. Evaluate and give valid support for his conclusions relative to abuse of their role by various news media.

SOCIAL GOAL XV--WIDENING AND DEEPENING THE ABILITY TO LIVE MORE RICHLY

Focal Point 15--Increasing the Ability of the Whole Society to Live More Richly Faces Difficulties

Examples of Guiding Questions	Examples of Behavioral Objectives
1. How do you define a good life? What type of life do you desire? 2. Should the desire for all to have a good life be an objective for our society? 3. What institutions in your area play a role in enriching your life? 4. Are there groups in our society that do not enjoy a good life? Why? Can anything be done about it? 5. What options do you have in choosing the good life?	RATIONALE: Our society is marked by each individual quest for a better life. Some are more successful than others. As a whole, our citizens have achieved it better than any group. A student should be able to: 1. Write a half-page definition of what he considers a good life. 2. Demonstrate actions which will lead him toward a good life as he has defined it. 3. Explain the role of various community institutions in assisting a person in his quest for a good life. 4. Identify groups in our society that may not have achieved a good life and give reasons for this. 5. Propose means whereby they might achieve this goal.

EIGHTH AND NINTH GRADES

THE INDIVIDUAL AND HIS NATIONAL AND WORLD CULTURE

SOCIAL GOAL I--RECOGNITION OF THE DIGNITY AND WORTH OF THE INDIVIDUAL

Focal Point 1--Human Life is Sacred

Examples of Guiding Questions	Examples of Behavioral Objectives
1. Do all governments regard human life as sacred? 2. Are all men "created equal?" 3. What differences and similarities exist in various cultures relative to human life and its value? 4. Why is this principle so strongly protected by our Constitution? 5. What is the origin of this belief? 6. Have we been able to guarantee the value of human rights in our society?	RATIONALE: Our society does much to preserve human life and dignity. This is not always easy. Some forms of government do not. Each student should be able to: 1. Identify a number of sources of our beliefs in the sacredness of human life. 2. Compare the value placed on human life in a number of cultures and at various times in history. 3. List a number of ways in which our society seeks to protect life. 4. Identify a number of reasons for failures that still persist in our efforts to achieve this goal.

SOCIAL GOAL II--THE USE OF INTELLIGENCE TO IMPROVE HUMAN LIVING

Focal Point 2--The Individual in a Democracy Must Rely on His Own Intelligence

Examples of Guiding Questions	Examples of Behavioral Objectives
1. How does the need for decision making vary in a democratic and a totalitarian society? 2. How is the individual's role determined in a democratic society? In a totalitarian society?	RATIONALE: Every society trains its people for roles in their society. Intelligent decision making is a vital one in a democracy. Each student should be able to:

3. What skills and background assist a person in making worthwhile decisions?
4. What factors create hindrance to good decision making?

1. Compare decision-making roles in a democracy and in a totalitarian system.
2. Identify a number of skills needed in decision making and demonstrate how these could be used in his life.
3. State a number of factors which hinder decision making.
4. Hypothesize how an individual may improve his own capabilities in decision making.
5. Identify a number of decision-making roles held by leaders in three different nations.

SOCIAL GOAL III--RECOGNITION AND UNDERSTANDING OF WORLD INTERDEPENDENCE

Focal Point 3--No Nation is Economically Self-Sufficient

Examples of Guiding Questions

1. Why has the world become more economically interdependent?
2. What would be necessary for economic self-sufficiency?
3. Why does a nation trade with other nations?
4. What is a favorable balance of trade?
5. What prevents us from being economically self-sufficient?

Examples of Behavioral Objectives

RATIONALE: Technology has greatly increased the economic interdependence of nations. Each student should be able to:

1. Identify and describe a number of the economic aspects of life that would have to be met in a self-sufficient system.
2. Identify a number of geographic differences which affect self-sufficiency.
3. Evaluate with appropriate examples how life is dependent for its enrichment on products and services of other nations.

SOCIAL GOAL IV--THE UNDERSTANDING OF THE MAJOR WORLD CULTURES AND CULTURE AREAS

Focal Point 4--Each of the Great Cultures Developed Its Distinctive Elements to Meet Challenges Posed to It During Its History

Examples of Guiding Questions

1. What do we mean by a culture?
2. What challenges naturally face a culture?
3. What unusual challenges might face a culture?
4. What challenges faced our nation in its colonial periods?
5. List a number of major challenges that have faced our nation in the past and what different ones we face in the future?

Examples of Behavioral Objectives

RATIONALE: One cultural theory holds that only those nations that maintain a capability of meeting challenges will survive. Each student should be able to:

1. Give a definition of a culture and a number of examples of the challenges faced commonly by many cultures.
2. List examples of unique challenges to the culture of the United States.
3. Compare several cultures which had similar challenges and explain how they met or did not meet the challenge.
4. Describe several challenges facing our nation today and hypothesize ways in which these challenges can be met.

SOCIAL GOAL V--THE INTELLIGENT USES OF THE NATURAL ENVIRONMENT

Focal Point 5--As Man Has Explored and Settled the Land Surface of the Earth He Has Used It Sometimes Wisely and Sometimes Unwisely

Examples of Guiding Questions

1. What is the relationship between use of the soil and the success of any society?
2. Historically, how has the use of the soil been a motivating factor in American History?
3. What practices abused our soil resources during our history?

Examples of Behavioral Objectives

RATIONALE: Our soil is a vital basis for our successful nation. Its loss jeopardizes our national growth and security. Each student should be able to:

1. Indicate with examples, why soil is a vital basis for any economy.

4. How have technology and increased population growth affected our soil resources?

2. Trace historically, those movements which have utilized or abused our soil resources.
3. Illustrate with explanation present problems relative to destruction of soil resources.
4. Identify roles played by various groups in remedying abuse of our soil resources.
5. Compare the roles of the individual, state, and federal levels in remedying abuse of our soil resources.

SOCIAL GOAL VI--THE VITALIZATION OF OUR DEMOCRACY THROUGH AN INTELLIGENT USE OF OUR PUBLIC EDUCATIONAL FACILITIES

Focal Point 6--The Responsibility of the Community for Education of the Young Was Recognized in Laws Passed During the First Decade of Settlement

Examples of Guiding Questions

1. What is the importance of education to a society?
2. Where in America did the concept of community responsibility for education develop?
3. What dangers exist when there is a lack of coordination of education between communities?
4. How is the philosophy of local control of education a protection against totalitarianism?
5. What problems face the community school program and concept?
6. When should a person's education end? Why?

Examples of Behavioral Objectives

RATIONALE: A democratic society places high priority on education for all. Each student should be able to:

1. Evaluate why every society has an education process.
2. Describe the development of the responsibility of the community for schools.
3. Differentiate the role of the community for its schools today from the early New England period.
4. Describe the impact of state government upon local schools.
5. Analyze the arguments for and against federal school support.
6. Hypothesize how education could be used to perpetuate a dictatorial government.

SOCIAL GOAL VII--THE INTELLIGENT ACCEPTANCE, BY INDIVIDUALS AND GROUPS, OF RESPONSIBILITY FOR ACHIEVING DEMOCRATIC SOCIAL ACTION

Focal Point 7--Interdependence in the Modern World Increases the Urgent Need for Individuals and Groups to Assume Responsibility for the General Welfare as Well as for Their Own Immediate Good

Examples of Guiding Questions

1. Why have we as a nation become more involved in world affairs?
2. Why was unity such a problem in our early history?
3. How was national unity achieved at the constitutional period?
4. How have pressing national problems been solved?
5. What processes are available in our culture for achieving individual as well as group well-being?
6. What are the origins and devisive factors currently present in our modern problems?
7. How has world interdependence between nations now created a need for more responsible interest and action in Americans?

Examples of Behavioral Objectives

RATIONALE: Our society will function only as long as the general welfare and common good are maintained. Each student should be able to:

1. Evaluate how modern technology has increased our concern for the welfare of others.
2. Discuss processes available to individuals and groups of our international society to find redress for social, political, or economic grievances.
3. Evaluate the objectives and results of such international organizations as the United Nations for achieving world improvement.
4. Evaluate the effectiveness of several service organizations in achieving their stated goals.

SOCIAL GOAL VIII--INCREASING THE EFFECTIVENESS OF THE FAMILY AS A BASIC SOCIAL INSTITUTION

Focal Point 8--Variations Exist from One Segment of the Population to Another

Examples of Guiding Questions

1. What variations exist in our population ethnically, politically, socially, and economically?
2. What factors cause variation in various segments of our population?
3. How does our cultural system adjust to variations?
4. How do family roles vary in the United States from other current world cultures?
5. What problems are created by group variations within our society?
6. How has the role of the family changed during our history?
7. Do we face a threat of national conformity or nonconformity?
8. How do the family roles in our state compare with those in other parts of the United States?

Examples of Behavioral Objectives

RATIONALE: All segments of our population have unique characteristics and they also share many common characteristics. Each student should be able to:

1. Identify several groups within our society and discuss characteristics unique to each.
2. Compare family roles in the United States with those of other cultures.
3. Defend his stand on the move to conformity or nonconformity in our nation.
4. Identify and discuss the implication of variations in groups in our society?
5. Contrast the family roles of several ethnic groups in our nation, compare problems that have confronted them and contributions they made to American life.

SOCIAL GOAL IX--THE EFFECTIVE DEVELOPMENT OF MORAL AND ETHICAL VALUES

Focal Point 9--A Discernible Trend in the Historical Development of Ethical and Spiritual Values Has Been an Increased Emphasis on the Goal of Man's Humanity Toward His Fellowmen

Examples of Guiding Questions

1. What forms can slavery take?
2. Why was slavery practiced in early United States history?
3. How did slavery create conflict in our nation?
4. Did the Civil War really solve problems or just create new ones?
5. Has economic, political, and social slavery taken other forms in the United States?
6. How has our system tried to bring equal treatment to all?
7. What problems still face our nation in establishing equal treatment for all?
8. How is a person's welfare protected by our society?

Examples of Behavioral Objectives

RATIONALE: The growth of our democratic system has fostered the concern for equality for all. Each student should be able to:

1. Analyze various forms of slavery and how they developed and how they can be overcome.
2. Enumerate and describe problems still facing our nation in providing equality for all.
3. Identify and contrast the function of various organizations and institutions in our society which work for equality and personal as well as group welfare.

SOCIAL GOAL X--THE INTELLIGENT AND RESPONSIBLE SHARING OF POWER IN ORDER TO ATTAIN JUSTICE

Focal Point 10--The Ultimate Base of Equality Before the Law in the American System is Found in Our Judicial System

Examples of Guiding Questions

1. What is the origin of our system of laws?
2. What is the organization and function of our court system as set up by the Constitution?
3. What is the organization and function of our state and local courts?
4. What are some of the major ways in which our Supreme Court has influenced American life?

Examples of Behavioral Objectives

RATIONALE: Our system of laws and courts is an essential bulwark of our freedom. Each student should be able to:

1. List and evaluate a number of ways in which he interacts with laws each day.
2. Analyze how our present legal system has been influenced by the past.

5. Why is the Supreme Court under such attack today? 6. How does the human element affect our judicial system?	3. Make a chart showing the make up of the federal court system. 4. Identify and hypothesize the implications of several major Supreme Court decisions. 5. Contrast differing opinions concerning the role of the Supreme Court today.

SOCIAL GOAL XI--THE INTELLIGENT UTILIZATION OF SCARCE RESOURCES TO ATTAIN THE WIDEST GENERAL WELL-BEING

Focal Point 11--In a Capitalistic, Free Enterprise Economy, the Major Purpose is to Facilitate the Exchange of Goods and Services

Examples of Guiding Questions	Examples of Behavioral Objectives
1. What is the difference between a free enterprise economy and a totalitarian planned economy? 2. What are the vital ingredients of an economy? 3. How does a primitive economy differ from an advanced economy? 4. Identify and discuss the development of social, political, and economic problems which accompanied our industrial growth. 5. Evaluate the efforts to overcome social, political, and economic problems which accompanied our industrial growth. 6. What social, economic, and political changes accompanied the growth of technology in our national economy? 7. What problems confront our society and economy today?	RATIONALE: No nation on earth has such an efficient or desire-filling capability as our national economy. Each student should be able to: 1. Outline and analyze the functions of the vital segments of an economy. 2. Compare the effect on people and their freedom of a free enterprise and a planned economy. 3. Trace the factors responsible for our transition from an agriculture to an industrial economy. 4. Identify, discuss the development of, and describe efforts to overcome social, political, and economic problems which accompanied our industrial growth. 5. State a number of problems facing our present economic system and suggest ways that each problem may be overcome.

SOCIAL GOAL XII--ACHIEVEMENT OF EXEMPLARY HORIZONS OF LOYALTY

Focal Point 12--Nationalism is Inconsistent With Many of the Economic and Technological Facts of Life

Examples of Guiding Questions

1. What does nationalism mean?
2. How is nationalism exemplified in a people?
3. How potent is nationalism as a force in the world today?
4. What purpose does nationalism play in the security of a nation?
5. Is total isolation possible for our nation?
6. How has nationalism been challenged and developed in our nation's history?
7. What is the correlation between nationalism and pride and loyalty?
8. Why have we been successful in developing national feelings in many diverse minorities?

Examples of Behavioral Objectives

RATIONALE: Nationalism is essential for any society to survive. However, it should not be an excuse for blind obedience. Each student should be able to:

1. Interpret what nationalism is as a force and how it affects his life.
2. Analyze why nationalism has so much attraction for developing areas of the world.
3. Generalize a number of reasons why nationalism can no longer mean isolationism.
4. Evaluate the development of nationalism through our history.
5. Cite and evaluate the reasons for cases where our nationalistic fervor caused us to follow courses of action we later regreted.
6. Compare those processes where we have been able, as a nation, to assimilate diverse groups and turn them into Americans.

SOCIAL GOAL XIII--COOPERATION IN THE INTEREST OF PEACE AND WELFARE

Focal Point 13--Practical Citizenship Requires the Acceptance of Compromise and Cooperative Efforts to Make It Work

Examples of
Guiding Questions

1. What does it mean to compromise?
2. What is the difference between compromise and cooperation?
3. In what ways is your life dependent on cooperation?
4. How was cooperation vital to the early settlers of our nation?
5. How was compromise used in the establishment of our nation and the Constitution?
6. What part did compromise play in the period before the Civil War?
7. How has compromise been used in modern history?
8. Should there be issues on which we would not compromise or cooperate?
9. Is there a conflict between cooperation and individualism?

Examples of
Behavioral Objectives

RATIONALE: Cooperation is a founding principle of our society. Compromise is a necessary and vital process in a democratic society. Each student should be able to:

1. Evaluate why compromise is a useful tool in social, economic, and political functions and conflicts.
2. List noncompromising items and defend the reasons for their selection.
3. List a number of examples of cooperation and compromise in one of the following periods:
    a. settlement
    b. constitutional
    c. Civil War
    d. Twentieth Century
4. Evaluate the role that compromise has played in the post-World War period.

SOCIAL GOAL XIV--ACHIEVING A BALANCE BETWEEN SOCIAL STABILITY AND SOCIAL CHANGE

Focal Point 14--The Modern Newspaper Stresses the Variant and the Odd While Too Often Ignoring or Minimizing the Stable

Examples of Guiding Questions

1. What services do the news media perform in our society?
2. How has freedom of the press become a basic freedom in the United States?
3. How does the role of the media differ in a democracy and in a totalitarian system?
4. Why do the media receive criticism for their actions?
5. On what basis can we evaluate the validity of media presentations?
6. Do the media deal with the spectacular and sensational to an unwarranted degree?

Examples of Behavioral Objectives

RATIONALE: One of the forces of change and sources of information in a society is the media. Freedom of the press is one of the balances found in a democracy. Each student should be able to:

1. Identify and discuss services performed by the various news media.
2. Trace the process whereby freedom of the press has become a basic tenet of American life.
3. Compare the role of media in a totalitarian society and a democratic society.
4. Evaluate the accuracy of a variety of news stories as presented in a newspaper and a television broadcast.
5. Express an opinion on the role of media as a determinant of public opinion and as distorters of news events and defend his opinion with case examples.

SOCIAL GOAL XV--WIDENING AND DEEPENING THE ABILITY TO LIVE MORE RICHLY

Focal Point 15--Increasing the Ability of the Whole Society to Live More Richly Faces Difficulties

Examples of Guiding Questions

1. How would our society define a good life?
2. How would the definition of basic needs and luxuries vary in a primitive and a technological society?
3. What factors prevent many societies from filling even basic needs?
4. How did the Industrial Revolution lead to a cultural Renaissance?
5. What types of activities become important in our leisure time?
6. How is our society preparing for a more meaningful use of leisure time?
7. What dangers to the society are inherent in a powerful influential element determined to influence society to its own philosophy?

Examples of Behavioral Objectives

RATIONALE: Technology has afforded our society greater leisure time. How will this time be used? Each student should be able to:

1. Explain how technology and leisure time are related.
2. Identify and discuss the consequences of various alternative uses of leisure time.
3. Identify the contribution to our cultural life made by the Renaissance period in Europe.
4. Compare basic needs and luxuries as defined in several cultures in several gradations of technological development.
5. List and explain steps that our society must take in making available more meaningful uses of leisure time in the future.

TENTH AND ELEVENTH GRADES

INSTITUTIONS, PROBLEMS, AND ISSUES WITH AN INDIVIDUAL, STATE, AND NATIONAL FOCUS

SOCIAL GOAL I--RECOGNITION OF THE DIGNITY AND WORTH OF THE INDIVIDUAL

Focal Point 1--Human Life is Sacred

Examples of Guiding Questions

1. What is meant by "Inalienable Rights"?
2. What examples exist in history that would indicate the belief that human life is sacred?
3. In a democratic society, why does human life appear to have more value than in a totalitarian one?
4. How does our system function to protect the individual?
5. What factors are challenging individual rights in our current political, social, and economic conditions?

Examples of Behavioral Objectives

RATIONALE: Because the emphasis in a democratic society is on the worth of the individual as contrasted to the importance of the state, every life is considered to be important. Each student should be able to:

1. Describe the process of acculturation in individuals.
2. Give specific examples of ways in which societal institutions, laws, and mores reflect societal values.
3. Compare the process of response to societal values in a democratic and a totalitarian system.
4. Trace the development of the philosophical basis for our Constitution.
5. Give several case studies in the protection of individual rights by our societal system.
6. Discuss challenges to our belief in individual rights with appropriate illustrations from life.

SOCIAL GOAL II--THE USE OF INTELLIGENCE TO IMPROVE HUMAN LIVING

Focal Point 2--The Individual in a Democracy Must Rely on His Own Intelligence

Examples of Guiding Questions

1. To what degree does the individual in a democracy contribute to the decision-making process?
2. Why is universal adult suffrage basic in a democracy?
3. Why is it necessary to have a well informed and conscientious citizenry in a democracy?
4. What types of decisions are made and who makes the decision in the following areas?
    - Political
    - Social
    - Economic
5. How are decisons in the above fields implemented?
6. What are some of the great decisions that have been made in our history and how did they affect society at the time and in subsequent years?

Examples of Behavioral Objectives

RATIONALE: Much of the decision-making power in any society is delegated to leaders. In a democracy, decision making should reflect democratic values and processes. Each student should be able to:

1. Classify the types of decisions made in our society according to political, social, or economic.
2. Describe the processes used for implementing decisions made in our society.
3. Present an hypothesis as to why it is more necessary to have a well informed and responsible electorate in a democracy than in an authoritarian system of government.
4. Compare the decision-making process of a democratic and a totalitarian system.
5. State three examples of where individuals played significant roles in key decisions in our national history.
6. Identify key decisions facing our nation and the world today and suggest processes whereby such decisions could be made and implemented.

SOCIAL GOAL III--RECOGNITION AND UNDERSTANDING OF WORLD INTERDEPENDENCE

Focal Point 3--No Nation is Economically Self-Sufficient

Examples of Guiding Questions

1. What are the basic necessities of an economic system?
2. What are the differences in need of external resources in a primitive and a technological economic system?
3. How has the need for external resources been a factor in the political actions of countries?
4. How has the need for outside resources shaped world history?
5. In what ways is our national economy really a world economy?
6. How do economic factors influence political relations between nations?
7. How have underdeveloped nations used their resources as a tool against more developed nations?

Examples of Behavioral Objectives

RATIONALE: Economic self-sufficiency is a dream of all nations, but is an impossible dream in light of reality. Each student should be able to:

1. Analyze the functions of several economic systems ranging from primitive to technological.
2. Point out how desire for economic gain and exploitation has affected development of America, Africa, and Asia.
3. Evaluate how economic factors have led to conflict among nations.
4. Describe how economic necessity has caused the joining of various political entities.
5. State how underdeveloped nations are still in danger of exploitation but are also learning to use their resources as means of winning concessions from strong nations.
6. Point out the need for international trade and cooperation.
7. Ask analytical questions as to why no nation is economically self-sufficient.
8. Make a prediction as to what would happen if all world trade ceased.

SOCIAL GOAL IV--THE UNDERSTANDING OF THE MAJOR WORLD CULTURES AND CULTURE AREAS

Focal Point 4--Each of the Great Cultures Developed Its Distinctive Elements to Meet Challenges Posed to It During Its History

Examples of Guiding Questions

1. What is a social culture?
2. In what ways are all cultures alike? Different?
3. Why do cultures that develop in separated areas develop unique characteristics?
4. Is there anything really original about the American culture? What? Why?
5. How have the structure and values of our society adjusted to meet new conditions?
6. How and why do subcultures exist in a general society?

Examples of Behavioral Objectives

RATIONALE: No culture is completely unique from, nor is it completely similar to, other cultures in the world. Subcultures with differences exist within cultures. Each student should be able to:

1. Describe some characteristics of a culture.
2. Give case examples of cultures in various areas of the world who developed unique characteristics and explain why they did so.
3. Examine the American culture and identify several influences of the multitudes of cultures on which it has drawn for form.
4. Identify and give characteristics of several subcultures in our society and indicate why each still is an identifiable group.

SOCIAL GOAL V--THE INTELLIGENT USES OF THE NATURAL ENVIRONMENT

Focal Point 5--As Man Has Explored and Settled the Land Surface of the Earth He Has Used It Sometimes Wisely and Sometimes Unwisely

Examples of Guiding Questions

1. How has the exploration and utilization of our natural environment been closely tied to technology?
2. Why has man damaged the natural environment in so many cases?
3. How is the growth and welfare of a society tied to its natural environment?
4. Why is there a growing concern over the state of our natural environment?
5. How can society deal with problems of our natural environment?

Examples of Behavioral Objectives

RATIONALE: As man gains in his technological capabilities, he is finding that he is increasingly capable of destroying his basis for life in the world, his natural environment. Each student should be able to:

1. Give case examples showing the close relationship between utilization of the natural environment and growth of a culture.
2. Cite examples of abuse of the environment and the undesirable consequences of such abuse.
3. Give evidence supporting the growing concern over the destruction of our national environment.
4. Predict possible consequences if the present movement towards environmental pollution continues.
5. Protect necessary steps by various societal groups and institutions in order to restore and preserve our natural environment.

SOCIAL GOAL VI--THE VITALIZATION OF OUR DEMOCRACY THROUGH AN INTELLIGENT USE OF OUR PUBLIC EDUCATIONAL FACILITIES

Focal Point 6--The Responsibility of the Community for Education of the Young Was Recognized in Laws Passed During the First Decade of Settlement

Examples of Guiding Questions

1. Should a community have the right or responsibility to pass laws forcing education on its youth?
2. When were the first steps in establishing the American tradition of public responsibility for education taken?
3. Why do people who have no school age children still have responsibility to support and help finance education?
4. Should the community be the only group responsible for local education?
5. What kinds of problems might exist when the local community demands total control of its education system?

Examples of Behavioral Objectives

RATIONALE: Education has from our earliest foundation played an important part in American society. Community responsibility has been a significant part of this. Each student should be able to:

1. Formulate an hypothesis as to why in the New England colony of Massachusetts, the community accepted responsibility for the education of its youth.
2. Compare the advantages and disadvantages of a community controlled school program as compared to one controlled by either the state or federal government.
3. Diagram how his local educational community fits into the state and national system.
4. Project means whereby education could better meet the needs of a community.

SOCIAL GOAL VII--THE INTELLIGENT ACCEPTANCE, BY INDIVIDUALS AND GROUPS, OF RESPONSIBILITY FOR ACHIEVING DEMOCRATIC SOCIAL ACTION

Focal Point 7--Interdependence in the Modern World Increases the Urgent Need for Individuals and Groups to Assume Responsibility for the General Welfare as Well as for Their Own Immediate Good

Examples of Guiding Questions

1. To what extent does interdependence now exist within our nation and internationally?
2. What has caused the growing interdependence of people in a society as well as various cultures?
3. Why isn't there free interaction between nations?
4. What is the responsibility of our government in promoting the general welfare?
5. Should private institutions play more of a role in the general well-being rather than the government?
6. How does an individual's self interest as well as his social conscience influence his desire to assume some responsibility for the general welfare of all people?

Examples of Behavioral Objectives

RATIONALE: Since societies were first formed some interdependence has existed. In a democratic society, not only must the general welfare be served but also minority welfare. Each student should be able to:

1. Identify the interdependence that exists within our nation and the world that makes it necessary to assume responsibility for others.
2. Indicate how increased technology has brought increased interdependence.
3. Appraise the relative role of government or private institutions in protecting and promoting the general welfare.
4. Identify five roles the individual citizen may assume that will promote the general welfare of all citizens.
5. Point out why the interest of minority welfare often comes into conflict with that of the majority and offer suggestions to improve these conflicts.
6. List three different minority groups and state how their welfare is connected to the general welfare.

9. Red -- Black
10. True -- Untrue
11. Wrong -- Right
12. Happy -- Sad
13. Popular -- Unpopular
14. Pretty -- Popular
15. Ugly -- Unpopular
16. Right -- Unpopular
17. Popular -- Right

M. When would you not help someone who needed your help? Circle your answers.

1. If they were ugly.
2. If they were unhappy.
3. If it would hurt you.
4. If they were wrong.
5. If they were right.
6. If they were pretty.
7. If they were unpopular.
8. If it would make you unpopular.
9. If it would offend your friends.
10. If it would offend your parents.
11. If it hurt your friend.
12. If it helped your enemy.
13. If it hurt your brother.
14. If it hurt your parents.

N. Someone has said, "I would rather be right than President." What do you think this means? Do you agree? Why?

BEHAVIORAL OBJECTIVE: At the completion of this unit, each student will be able to:

1. Show a positive attitude toward involvement in societal affairs and decisions wherever and whenever appropriate.

2. Consciously defend and support morally right actions even at personal risk, at home, at school, and in the community during the next two weeks.

3. Become involved personally in each case study, be able to see how each person would feel in each case study, and explain orally or in writing what you would do in that situation.

4. Record and discuss incidents at home, school, play, or around town when your convictions or the convictions (beliefs) of others are tested. Record, orally or in writing, also, your reactions or the reactions of others when the convictions were tested.

5. Read the newspaper for one week and record incidents which involved the conflict of convictions of people. Share these incidents with other students or your educational advisor.

LEARNING ACTIVITIES:

1. Get with a few other students and discuss the following questions:

   a. What is right?
   b. What is wrong?
   c. Why don't we act to support right or correct wrong? (fear-lose popularity)

   Then read the following case study and answer the questions below.

   Recently a case which illustrates a failure to act when action is needed happened in a large city in this nation.

   A woman was walking home late at night from work. As she walked along the street she was attacked by a would-be-robber. She began to scream. Many people in the area were attracted by her screams. She continued to struggle with the attacker until in full sight of over twenty onlookers--many of them men--she was stabbed. No one ran to her assistance. No one attempted to seize the attacker or prevent the crime. The woman died before help came.

   a. Why do you think people would not help the woman?

   b. Were they right in not coming to her assistance?

   c. How would you have felt if the woman had been your mother or your sister?

   d. Could something like this happen in your community? Why?

   e. What would you have done in this case?

   f. How do you imagine this event affected the people in the neighborhood where it happened? In the city where it happened?

2. In each of the following case studies a challenge arises to a person's convictions. Most of these cases are true cases. Some are not. Put yourself in the place of the person who must make a decision.

   Historical Cases

   a. Select an appropriate historical source such as a history book, a biography, or an encyclopedia and read about the life of one or more of the following people:

      (1) Columbus
      (2) William Penn
      (3) Roger Williams

(4) Patrick Henry
(5) George Washington
(6) William Lloyd Garrison
(7) Robert E. Lee
(8) President Andrew Johnson
(9) President Abraham Lincoln
(10) President Lyndon B. Johnson

b. View these two films:

(1) "The Tiger's Tail--Thomas Nast vs Boss Tweed", #_______________.
(2) "Mightier Than the Sword--Zenger and Freedom of the Press", #___________________.

(From: Teaching Films Custodian Inc.
25 West 43 Street
New York, New York 10036)

c. In each of the cases that you investigated explain in writing or orally the answers to the following questions:

(1) What brought about the situation?
(2) How were the person's convictions (beliefs) challenged?
(3) How do you think the person felt?
(4) What was his decision?
(5) What did he risk or gain by his decision?
(6) Why do you think he made the decision he did?
(7) Would you have made this same decision? Why?

3. Here are some close-to-home cases.

a. These ten short films were developed by the Ogden schools. View at least two of them. Any one of them or all of them could be substituted into this area.

(1) Don't Call Me Danger, #________________.
(2) The Pledge, #________________.
(3) The Zolty Affair, #________________.
(4) The Absent Minded Mr. Skoleger, #________________.
(5) Weather Station, #________________.
(6) The Last Christmas, #________________.
(7) The 100%ers, #________________.
(8) The Pumpkin Prank, #________________.
(9) A Kiss for Susan, #________________.
(10) The Acid Test, #________________.

b. Each of these short films allows you to make your own decisions. Write your reaction to the key questions for each film you saw.

(1) How are your convictions (beliefs) being challenged in this situation?

(2) What risks or gains go with each thing you could decide to do?

(3) What would you decide to do? Why?

(4) What do you think would be the outcome of your final decision?

4. Read through the following case studies:

A School Affair

a. Two new boys were added to your room today. They are Ramon Garcia, a Mexican boy, and Washington White, a Negro boy. When the class goes out for recess the two new boys stand off alone while the boys choose up sides for football. Someone suggests that you let Ramon and Washington play, too. Pat, the best football player in the room, quickly says, "I don't want a Mexican or a nigger on my team."

What would you do?

b. Rojean does not seem to fit in with the class. No one likes to sit by her or play or work with her. Her appearance is very disorderly. Her clothes and shoes are shabby, oversized, and worn. Her hair is long and shaggy. The teacher asks you and several other girls to make a special effort to include Rojean in class activities.

What would you do?

c. You arrive at school early this morning because your father dropped you off on his way to work. No one else is around to play with. School rules require you to stay outside until 8:45. Then you see Pete, the most popular boy in class, coming across the playground. You run to meet him. You and he begin idly throwing rocks off the playground. Pete says, "Watch me hit that pole." Crash! comes the sound of shattering glass.

A glass window in the Richardson's patio breaks in pieces. You and Pete run inside the school and hide in the lavatory until school starts. Later, the principal asks that anyone knowing about the broken window come to the office.

What would you do?

A Family Affair

a. You are reaching up to a high shelf to get a glass for a drink of water when you slip and knock your mother's large crystal punch bowl off the shelf. It shatters on the floor. You panic (become frightened) and leave the room. No one has seen or heard what happened. You run outside and play.

Later you come back home. You quickly discover that your little brother, Jim, has received the blame for breaking the bowl. It seems he was picking up the pieces when your mother caught him. She has sent him to his room for the evening and will not let him go with you and the neighborhood friends when you go tubing the next day.

What would you do?

A Community Affair

a. You are standing in line with your sister to get a ticket to the Saturday matinee. It is a Walt Disney movie. You and your sister come thirty minutes early to get near the head of the line. Even then there are thirty children ahead of you. It is snowing and the wind is blowing. The box office opens and they begin to sell tickets. Then from several sides boys and girls begin crowding in ahead of you or else having friends get their tickets for them.

What would you do?

b. You have received a new .22 rifle for Christmas. Bill Danny, Dave, and you, all go out target shooting on the outskirts of town. You shoot at bottles and cans until Bill says, "I bet I can shoot that insulator off that power pole."

What would you do?

c. You have been shopping in Woolworth's for your little brother's birthday present. Suddenly you notice a boy you know slip several articles of jewelry in his pocket He walks out of the store without paying for them.

What would you do?

Select two of the case studies you have just studied or cases which you have discovered and get enough students to help you dramatize these incidents. Present them to your class or another class in the school. You may want to present them to your parents at an appropriate time. You may want to show what you think is the correct decision in each case, or else show the different decisions that could have been made and let the audience draw their own conclusions.

5. Post-Test (Inventory)

   a. Retake the Pre-Test (Inventory).
   b. Take a period in which to compare your answers from pre-test to post-test.
   c. Then schedule a meeting with your advisor to evaluate these reactions.
   d. Hand in your Post-Test (Inventory) and all your written work to your advisor.

ADDITIONAL MATERIALS TO USE: The following sheets contain a wide variety of materials that would supplement this unit. See which ones are available in your school.

FILMS

Hand in Hand. Cine Craft Company.
Hand in Hand has been widely acclaimed by civic and religious organizations. Touchingly portrayed is the bond that springs up spontaneously between a little boy and girl of different religions. They are inseparable companions whose world is the serene and happy one of childhood until it is invaded by religious prejudice. How the youngsters overcome it is an absorbing adventure.

Jackie Robinson Story. Cine Craft Company.
The popular star of the Brooklyn Dodgers plays himself in this screen biography. In his struggle to make good as the first Negro major league ballplayer in history, Robinson displays superb athletic ability and the moral stamina needed to face the crowds, rival teams and his own teammates.

Everyday Courage and Common Sense. Coronet.
Firefighters parachuting into a flaming forest and a boy going off a high dive illustrate physical courage. But courage is also needed in everyday activities where social acceptance, self-esteem, morals, and personal values are at stake. In a variety of situations involving intermediate-aged pupils, we are reminded of the many experiences in our lives which require courage, tempered by common sense.

Let's Play Fair. Coronet.
When Billy plays baseball, the rules are clearly defined. But in many other situations it's not so easy for him to make up his mind about how to play fair, or even about what is fair. Pupils share his thoughts as he arrives at decisions, and are stimulated to discuss and think about problems of fairness which come up in their own experiences.

Let's Share. Coronet.
Greg has a new ball which he wants to share, but everyone is busy. When Greg joins his friends' activities, he shares their games, work, hobbies, food, and information. We see the different ways of sharing, when we should and should not share, and the benefits of sharing. Greg's friends share his ball in a final game of fun.

People Are Alike and Different. Coronet.
It's easy to see differences among people - how they look, where they live, what they own. But people are more alike in the important ways: they need friendship and love, food and a place to live; they want an education, fun and happiness. The film shows vividly that people are more alike than different.

Tom Thumb in King Arthur's Court. Coronet.
In bright and colorful style, this animated film traces the career of the fabled little hero from his birth in the heart of a rose to the day when he is made a Knight of the Round Table. Tom's adventures will amuse and entertain while teaching us that valor is not a matter of size, but of spirit.

Ugly Duckling. Coronet.
The famous Hans Christian Andersen story is retold in authentic, charming style. Filmed in Europe, the fable takes on added richness and beauty from its settings as we follow the misfortunes of the unwanted "ugly duckling" who grows into a beautiful swan.

The Boyhood of George Washington. Coronet.
The film shows Washington growing up around Ferry Farm and Mount Vernon and developing into young manhood on the raw Shenandoah frontier. Our history begins when Washington was eight and shows his formative years - the experiences, standards of conduct, and capabilities that fitted him uniquely for leadership.

The Boyhood of Abraham Lincoln. Coronet.
Filmed in the authentically reconstructed village and boyhood home at Rockport, Indiana, this film recreates Lincoln's boyhood of near-poverty and long hours of hard work. Encouraged by his stepmother in his desire for learning, the boy Lincoln early developed those qualities of honesty, responsibility, humor and a capacity for hard work which were to make him a great president.

School Problems: Getting Along With Others. Film Associates.
Five typical school problems which require decision-making are dramatized. At the end of each sequence, the viewers are asked to discuss the problem and suggest possible courses of action. -Billy sees two boys on the school grounds playing with a knife. Should he tell the teacher? -Cheryl is often late to class. Who is responsible? -Brenda sits next to a pest who constantly interferes with her work. What should she do? -Fred finds his job entails more work and less playtime than he anticipated. Should he quit? -Chris sees his friend Robert copying his work during a test. Should he permit him?

A Rock in the Road. Film Associates.
This animated film presents a brief, amusing story which may be used to begin a discussion of moral and ethical values. The story - and the message - are told through action. There is no narration or dialogue. A man coming down the road trips over a rock and plunges into a hole. As he emerges, fuming, he spots someone else coming. Quickly he replaces the rock and hides. He laughs as the second man also falls into the hole. The second man in turn sets up the accident for a third, and the third for a fourth. But the fourth man removes the rock, fills the hole - and goes away happy.

A Plain White Envelope. Film Associates.
It is the end of the school year, and the pupils are competing for the prizes to be awarded. Steve wants very much to win some award, especially because his older sister, Marjorie, won the prize for general scholastic achievement. A broken arm has prevented Steve from competing for the athletic awards, but, as one of the best spellers, he has a last chance - winning the spelling bee. And then, accidentally, he takes a plain white envelope from his teacher's desk. The envelope contains a list of words for the contest.

Homework and Study Habits. Film Associates.
This animated film attempts to teach that wise planning of time after school will provide opportunity for play as well as to do homework. Greg, a student, is first shown in a situation where he gives in to his impulse to play with his friends, ignoring his homework. The next day, however, he is embarrassed that he does not have his work finished for school. In a second situation, Greg follows the time plan developed by the teacher in class.

Skipper Learns a Lesson. Encyclopedia Britannica.
The story of a girl and her dog, Skipper, who move into a neighborhood where children of different races play together.

FILMSTRIPS

Me, Myself, and I. Eyegate.
A simple, elementary course which presents the basic principles of psychology. It is designed to supplement the new elementary guidance programs. Material presented in "Me, Myself, and I" helps a child take an objective look at himself and think about the kind of person he wishes to be. This program meets a vital need as it gives support to psychologists, counselors, and teachers interested in preventive guidance. The structure of the series and the method of presentation easily fits into and gives fine support to a discussion series. Use one or more filmstrips with each session. Can also be used with adult groups who wish to discuss children's problems.

Who Am I
Why Do My Feelings Change
What Can I Do About It
How Can I Improve Myself
What About Other People
Where Do We Go From Here

Character Makes A Difference. Eyegate.
The procedure used in this set of filmstrips is to develop the basic ideas of character training indirectly through everyday situations in the home, school and in daily experiences.

Getting Along With Yourself
Growing Up

Little Things That Count. Eyegate.
Freedoms Foundation Awards Winner. A guidance series emphasizing the most important basic lessons to be learned in character building around situations and experiences familiar to all children, the stories involve the joy of helping others, honesty, perseverance, responsibility, respect, and good manners. A designated frame can be held on the screen

while the class discusses ways for resolving the problem facing the children in the story.

The Busy Bees (Joy in Helping Others)
Lucy Learns to Share
Jerry Has a Surprise (Honesty is the Best Policy)
Try, Try Again (Perseverance)
One Rainy Day (Importance of Listening)
Jim Learns Responsibility
Tony's Summer Vacation (Respect for Property of Others)
Please Is a Good Word (Good Manners)

Janet Finds a Friend. Associated Educational Materials.
Janet thinks her new neighbor, Karen, is "stuckup." When she learns Karen feels the same way, her surprise helps her learn a valuable lesson in friendliness.

Guidance Stories. Encyclopedia Britannica.
How to act toward the new girl next door? What to do when a ball breaks a neighbor's window? Children will quickly identify with the filmstrip youngsters who dramatize these questions and then enjoy finding the answers together as a classroom group. This provocative filmstrip series utilized live-action photographs of real children in a positive approach to basic guidance problems.

Sharing with Others
Playing Fair
Sticking to Your Job
New Friends - Good Friends
One Kind of Bravery
Taking Care of Your Things

Stories From Other Lands. Encyclopedia Britannica.
Drawings which capture the drama of action, battle, and adventure tell six classic tales of youthful courage, patriotism, and the struggle for freedom. These famous stories take on added enrichment through use of the filmstrip technique and provide incentive for further reading and discussion of European history.

Dick Whittington
Peter and the Dike
William Tell
Joan of Arc
Pheidippides, the Marathon Runner
Robert Bruce and the Spider

The Compass. Eyegate.
Age level 10-15 years. The compass has to be "corrected" for the errors caused by the magnetic pole and the metal on a ship. Jim, who has the habit of lying, compares his lying to the working of the compass and how it is pulling him from a true course in life.

The Golden Rule. Eyegate.
Age level 10-15 years. Jane takes delight in snubbing new people in her school. When her father, an army officer, is moved to a new location, Jane goes to a new school and is treated in a friendly manner which proves to her how wrong she previously behaved.

Squaring Yourself. Eyegate.
During a Sunday School class, it was decided to raise enough money to send a boy from the slums to camp for the summer. Joe did not have enough money to give and took a dollar from his kitchen at home. Joe's mother blamed the grocery boy for the theft. After a few days, Joe apologized to the grocery boy in his mother's presence and made restitution by earning a dollar.

An Acted Lie. Eyegate.
Jealousy between Charles and Eric, pitchers on the class ball team, caused Charles to withhold information from Eric so that Eric would be late for the game. He excused himself by thinking that he had not said anything and therefore he didn't lie. Eric makes it on time with the help of the coach and Charles realized that he had been guilty of an "acted lie."

No One Will Know the Difference. Eyegate.
Harry, as a small boy, began cheating in various ways....at ball games and in school. This habit persisted and when he was older and working, he again resorted to cheating to impress his boss. Did he get the promotion?

Courage. Eyegate.
Carl and Andy, two fatherless brothers, have a run-in with a street gang who have taken Andy's ball. Carl, the older brother, refuses to fight for the ball. Andy loses faith in his idol but later when Carl discovers this same gang has assaulted a little girl, he brings the leader in to answer for his deed.

Honor Thy Father and Thy Mother. Eyegate.
Peter was ashamed of his parents' foreign customs and when he received an invitation for them for parents night, he tore it up. The principal, knowing what good Americans they were, asked them to be the highlight of the "I Am An American Day" program. Peter then realizes that clothes and dialect are not as important as character.

He Lost His Head. Eyegate.
Mark and his sister Louise go through the museum with their school class where they learn about an Indian idol that is punished when the people don't get what they want. Mark has a bad temper and to break the habit, his sister recalls the story about the idol whenever Mark gets angry. When one day Mark's temper causes a broken leg for his dog, he learns his lesson.

A Big Decision. Eyegate.
Don and Lynn had great success with their new racing boat. In the final race which would decide top place, Don rubbed one of the buoys. No one saw the foul, but Don decided he was disqualified and dropped out of the race. He had to make the big decision just as he was in the lead towards the finish line.

FILM LOOPS

Teen Scenes Series. Eyegate.
These stories are concerned with situations that could happen to "almost anybody."

Unfinished Stories. International Communication Films.
What will Patty Do? (Group Pressure) Patty's friend has been given a valentine purportedly signed by one of the most popular boys in school. Patty finds it was sent by members of her social group. The victim is about to buy and send an expensive valentine in return. If Patty clues her in, she is threatened with expulsion from the group.

What will Kathy Do? (Friendship vs. Ability) Kathy, the 7th grade representative on the student council, must cast her vote for council president. She has hastily promised her vote to one candidate, but now believes the other is better qualified. How will she vote?

What will Jonathan Do? (Substitute Teacher Problem) Jonathan's fifth grade class is having a great time raging a young substitute. Things come to a head when the class insists they are supposed to see a film which they saw the day before. Jonathan thinks things have gone far enough, but what can he do?

What will Ted do? (Making Exaggerated Claims) Ted's schoolwork was never outstanding, so his classmates were surprised when he showed up on hobby day with a great collection of ships. Ted implies that he made the ships rather than simply collect them. Under a barrage of questions, Ted will have to decide to tell the truth or to continue to bluff his way through.

What will Pete Do? (Starting Rumors) A teacher passes around a Mexican ring during a study of Mexico. It disappears and the class believes it was stolen. Pete sees a member of the class in the principal's office and starts a rumor accusing him of the theft. The ring is now found with some other instructional materials. What does Pete do about the rumor he started.

What will Linda Do? (Sister-Sister Loyalty) How can Linda help her little sister most? By protecting her from older children; by letting her solve her own problems? Or is there a middle road - helpful but not over-protective?

What will Kevin Do? (Responsibility vs. Preference) Kevin's personal desires are in conflict with his sense of responsibility. Should Kevin give up his fun or let his teacher down? Or should he tell a lie that will allow him to have his fun and still keep his teacher's high opinion of him?

What will Christy Do? (Cover Brother's Guilt) Christy has seen her little brother throw a rock through the cafeteria window and then hears him tell the principal that another boy did it. Christy knows right from wrong, but family loyalty is involved. If she doesn't tattle on her brother, an innocent child might suffer.

What will Skip Do? (Spending Allowance) Skip has spent his first allowance foolishly within hours of receiving it. Will he confess to his parents and lose his allowance for three months? Will he accept the responsibility of his actions and in so doing miss the fun of a hot dog roast?

What will Bernard Do? (Gratitude vs. Cheating) To cheat or not to cheat is not always a simple problem. Jack has legitimately helped Bernard with his struggles with arithmetic in the past. Now is Bernard obligated to let Jack copy his geography paper?

BOOKS

Ghandi. D. A. Torgerson. Children's Press.

Color of Man. Robert Cohen. Children's Press.
A beautiful comprehensive book about race. There is a very brief but telling history of prejudice and discrimination in the U. S. and a concise refutation of the usual bases of color prejudice.

That's What Friends Are For. Florence P. Heide and Sylvia W. Van Clief. Children's Press.
This picture-book fable teaches in an easy-to-tell/easy-to-read cumulative story the valuable lesson that friends are for helping, not for offering frequently unhelpful advice.

Harvey's Hideout. Russell Hoban. Children's Press.
A warm and charming story, all about how muskrat children - and all children - can have more fun when they learn to share.

Last One in is A Rotten Egg. Leonard Kessler. Children's Press.
Freddy's struggle to become a swimmer and to compete in a race with his friends - despite the harassment of bullies - will delight all beginning readers and swimmers.

The Bandit of Mok Hill. Evelyn S. Lampman. Children's Press.
This is a fast-moving story of a boy's struggle with divided loyalties, rich in historical background of California's mining days, including the character of the boy's bandit-hero.

Lerner "In American" Books. Children's Press.
The historical background of immigrants and their contributions to American life.

The Jews in America by Frances Butwin
The Hungarians in America by Margaret Young Gracza
The Greeks in America by Jayne Clark Jones
The Dutch in America by Gerrit Ten Zythoff
The Poles in America by Joseph Wytrwal.

Nobody's Cat. Miska Miles. Children's Press.
His home is a box in the alley. The city's streets are his hunting grounds. Trucks and cars and dogs are his enemies. Nobody's cat is a beggar and a brawler, but with a dignity that makes him special indeed. All that is offered him he takes, until one day he is offered love and security.

Tom Paine. Richard O'Connor. Children's Press.
Here is a dramatic story of a man whose ideas seem radical because he trusted his own intellect and distrusted all men who did not believe in man's ability to reason. Here is the story of a man whose pen almost carried him to the gallows in England, placed him under the shadow of the guillotine in France, and brought him little thanks from his own countrymen who owed him much.

On the Loose. Renny and Terry Russell. Children's Press.
On the Loose is a chronicle of triumph and tragedy - the triumph of gaining an insight about oneself through an understanding of the natural world, the tragedy of seeing the splendor of that world increasingly threatened by men who don't know or don't care.

What Do I Do? Norma Simon. Children's Press.
This companion book to What Do I Say? introduces Consuelo and her family and friends in their neighborhood housing world. The preschool or kindergarten child enjoys guessing what Consuelo is going to do in different situations.

Thy Friend, Obadiah. Brinton Turkle. Children's Press.
Obadiah discovered, when he was able to help a seagull in distress, how simple and pleasant it is to make a real friend.

A Racecourse for Andy. Patricia Wrightson. Children's Press.
Andy, a 12-year-old, knows that he is different and accepts it as do his friends. Rarely has the problem of retardation been so sensitively handled; presented with deft humor and warm relationships between Andy and his peers and the adults in the story.

Tiger in the Teapot. Betty Yurdin. Children's Press.
This is a simply told fantasy about how all the members of a family try to expel a tiger from the teapot so they can have tea. Many methods are tried without success, until littlest sister returns home and with kindness saves the day.

Freedom Fighter: Casimir Pulaski. David J. Abodaher. Charles M. Gardner Co.
Biography of the brave, proud, and headstrong young Polish patriot who fought the forces of oppression on both sides of the Atlantic.

He Freed the Minds of Men: Rene Descartes. Edwin P. Hoyt. Charles M. Gardner Co.
The story of the father of the modern scientific method, who dared face bitter opposition in order to give men a new way of looking at the world and at themselves.

The Lost Freedom: The Legend of Ja Ja, King of the Niger Delta. Charles M. Gardner Co.
Ja Ja rose from slavery to become the most formidable obstacle of British colonialization on the Guinea Coast. Today he is revered by those for whom he stands as a symbol of Africa's reawakening and the cause of freedom.

Gandhi, Soldier of Nonviolence: His Effect on India and the World Today. Calvin Kytle. Charles M. Gardner Co.
The story of India's Mahatma - how he made a weapon of nonviolence and gave it to the oppressed of the world.

Presidents in Uniform. Donald E. Cooke. Charles M. Gardner Co.
This handsome book contains the biographies of the Presidents of the United States who served in the armed forces of their country, from George Washington to Richard Nixon.

Tom Paine, Revolutionary. Olivia Coolidge. Charles M. Gardner Co.
In this meticulously researched biography, the author describes the life and work of this dynamic - and difficult - genius.

The Young Revolutionaries. J. C. Long. Charles M. Gardner Co.
A history of youthful heroes in the American Revolution. Biographies of a remarkable group of young people including Nathan Hale, Alexander Hamilton, John Hancock, Andrew Jackson.

Martin Luther King. James Donald McKee. Charles M. Gardner Co.
The amazing career of Martin Luther King is traced from his earliest days to his assassination in a Memphis motel in 1968.

America and Its Presidents. Earl Schenck Miers. Charles M. Gardner Co.
The story of each president from George Washington through Richard Nixon.

Firebrand for Justice: A Biography of Louis Dembitz Brandeis. Iris Noble. Charles M. Gardner Co.
Vivid, verbatim courtroom scenes bring drama and realism to this story of one of the most vital figures in the histories of law and of liberalism in this country.

The Kennedy Brothers. Alfred Steinberg. Charles M. Gardner Co.
This book examines the lives and relationships of the four Kennedy brothers in a searching biography.

Jefferson Davis. Allen Tate. Charles M. Gardner Co.
A biography of the President of the Confederacy, and an analysis of the character of the South.

BOOKS AND RECORDS

Friends! Friends! Friends! . Bowman Early Childhood Series, Part one: About Myself. Children's Press.
Through the person-to-person relationships depicted in this book, the young child, like Kimi, becomes more aware of friendship experiences.

Hard Drive to Short. Matt Christopher. Charles M. Gardner Co.
A young shortstop struggles to keep his position on the team and the friendship of his teammates.

Pennant Stretch Drive. Paul Jackson. Charles M. Gardner Co.
Marty, a big-league career baseball player, attempts to make a comeback after he hurts his knee while water-skiing. Much conflict ensues, both on and off the diamond.

The German Immigrants in America. Ruth Holland. Charles M. Gardner Co.
The engrossing story of the German-Americans from the arrival of the first group in 1683, and their contributions to American life to the present day.

Black Americans. Earl Schenck Miers. Charles M. Gardner Co.
The triumps and tragedies of the Negro-American in his long journey toward freedom.

Infield Flash. Robert Bowen. Charles M. Gardner Co.
Jimmy Burke, star infield player, is determined to make his last season his best. But strong opposition faces him when the captain of the team makes the going rough for Jimmy.

The Fight For Korea. T. R. Fehrenback. Charles M. Gardner Co.
The story of the Korean War of 1950-1953.

TEACHER NOTES

AIR--LAND--WATER
HERE TODAY--GONE TOMORROW
ALONG WITH US?

Model Unit
Senior High School Level

SOCIAL GOAL: V Each student should be capable of and committed to the intelligent use of the natural environment.

FOCAL POINTS:

5. As man has explored and settled the land surface of the earth, he has used it sometimes wisely and sometimes unwisely.

15. Industrialization, increasing population, and mounting world desire for higher standards of living have accelerated the urgency of wise use and management of our natural resources.

18. Failure to use natural forces intelligently has had negative consequences throughout history.

32. Transition from an agricultural to an industrial economy brought changes in the environment and in resource use.

33. The conservation movement was a reaction against the wasteful exploitation of natural resources.

34. The wise use of natural resources is still one of our main areas of public concern.

MOTIVATION: Divide the class into small groups. Each group will survey news media, radio, TV, newspapers, and magazines for one week to collect items dealing with pollution of the environment and its related problems.

These will be shared in a class discussion period in which our behavioral objectives will be reviewed and possible new objectives will be added.

BEHAVIORAL OBJECTIVES

Guiding Questions

1. What was the natural condition of our area prior to white exploration and settlement?
2. What was the natural condition of major geographical areas of our nation before the period of white exploration and settlement?
3. What was the effect on the natural ecology of our area and on the ecology of major geographical areas of the nation as white settlers occupied the area?
4. How did the transition from an agricultural to an industrial society affect the ecology and natural condition of our area and the major geographical areas of the nation?
5. How has national concern developed relative to our destruction of our natural environment?
6. Why is great concern now being shown for pollution of our natural environment?
7. What alternatives are open to our society in meeting the pollution problem?
8. What course of action in attacking pollution problems is open to individuals, special groups, government and government agencies, business, and industry.

Behavioral Objectives

RATIONALE: All evidence points to man's having created a crisis in relation to his ability to live in his natural environment. We are faced with the alternative of correcting pollution problems or destroying mankind and plants and animals of the earth. Each student should be able to:

1. Describe orally, visually, or in writing the natural condition of our area relative to plant life and animal life before permanent settlements were established.
2. Describe orally, visually, and/or in writing the major characteristics of plant and animal life in Northeast, Southeast, Middle West, Great Plains, Southwest, Mountain, and Pacific Coast areas of the United States before the advent of European cultures.
3. Compare orally, visually, or in writing the utilization of the natural environment in at least three Indian cultures located in various sections of the United States with the pioneer economy of the area.
4. Identify several extinct species of animals and describe orally, visually, or in writing the destructive processes used in destroying them as our nation was settled.
5. Compare orally, visually, or in writing the resources needed, both human and natural, for a pioneer economy and a modern industrial economy.
6. Identify orally, visually, or in writing at least four major technological inventions and

describe the impact which they have had on the natural environment.

7. Compare orally, visually, or in writing the pattern of growth of the ten major cities of the United States in 1700-1800, and 1900 and give reasons for the difference in growth of each.
8. Describe orally, visually, or in writing lumbering, farming, and mining methods of the late 1800's and early 1900's and evaluate their impact on the natural environment.
9. Identify orally, visually, or in writing those individuals who fostered national concern over environmental problems in the late 1800's and early 1900's and describe methods used by each to develop societal awareness.
10. Identify and describe orally, visually, or in writing at least two pieces of national legislation and two federal agencies which dealt with conservation of our natural environment.
11. Explain orally, visually, or in writing why the current concern with pollution of the environment has developed.
12. Trace orally, visually, or in writing several alternatives which face our nation in each of the following: air pollution, water pollution, soil pollution.
13. Project orally, visually, or in writing a course of action which the following could utilize in attacking the national problem of pollution:
    a. you as an individual
    b. you as a member of a group
    c. a private group
    d. your local government
    e. your state government
    f. your national government

Pre-Assessment

Each student will evaluate his own ability to exemplify each behavioral objective. He will turn in to the teacher a list of those objectives which he cannot exemplify and will list which appropriate alternative activities he will carry out to gain the needed capabilities.

Alternative Activities to Meet Behavioral Objectives

Behavioral Objective No. 1

a. Read from selected volumes of the Utah Historical Quarterly pioneer accounts which describe the natural environment when original settlers entered the area.

b. Locate a science or geography book which describes the natural condition of our area. Read it and list native plants and animals found originally in this area.

c. Interview a member of the science department at the college relative to the natural ecology of this area.

Behavioral Objective No. 2

a. View the regional filmstrip (E.B. set #14) in the media center and identify soil characteristics, plant and wild life, and water conditions in each of the seven geographical regions.

b. Sign out the science film set (McGraw-Hill #20-27) in the media center and note from each the natural ecology of each of the seven geographic regions.

c. Check out the science and geography reference set in the media center and read about each geographical region.

Behavioral Objective No. 3

a. View the filmstrip set on Indian Cultures (Eye Gate #16) and contrast the utilization of the natural environment to provide food and shelter for the Indian culture with that of early pioneer settlements. (Coronet-set #15)

b. Select several monographs on Indians in the media center and read them noting the use each culture made of the natural environment.

c. Read from any of the United States history textbooks the accounts of pioneer economies.

Behavioral Objective No. 4

a. View the film loops (Ealing #27, 28, 29) which deal with extinct plants and animals in the United States.

b. Read from the encyclopedia about the whooping crane, passenger pigeon, and American bison.

Behavioral Objective No. 5

a. Check out the comparative economic charts (JCEE #10-11) from the media center.

b. Check with the economic department at the college and arrange to interview a department member relative to this objective.

c. Meet in the seminar discussion to be conducted by Mr.__________ where this comparison will be discussed.

Behavioral Objective No. 6

a. View the film "Marvels Never Cease", from the media center.

b. Select several inventors at random and research them in a textbook or encyclopedia.

c. View the video-tape of NBC's program "It All Began When" in the media center.

d. Listen to the tape lecture by Dr. Rasmussen entitled "They Changed Your Life".

Behavioral Objective No. 7

a. Use the World Almanac and compare the growth of United States cities--Hypotheses as to the reasons for their variable growth.

b. Compare the charts on population of ten major cities found in the text "Adventure of the American People".

Behavioral Objective No. 8

a. Read the case studies found on lumbering, farming, and mining methods found in your reading book.

b. View the film loops by Thorne Films (#18, 19, 20) on these areas.

Behavioral Objective No. 9

a. Read from any one of our text references the section on the conservation movement. Identify several personalities of interest to you and check the media center on appropriate material about them.

Behavioral Objective No. 10

a. View the film (Coronet #25) "Your Government and Your Environment".

b. Visit the Federal Building and interview personnel of several federal agencies that might give you information on this objective.

c. Attend the lecture by Professor Peterson during third period, Tuesday, March 21.

Behavioral Objective No. 11

a. From the files of "Student Weekly" select at least five issues during the past year which deal with pollution and read them.

b. Check with the files of the local newspaper office and read articles within the last year dealing with this area.

c. Read any of the paperbacks dealing with pollution found in our reference sets in the room.

Behavioral Objective No. 12.

a. View the film (McGraw-Hill #31) "It's Up To You", from the media center.

b. Ask an employee of an appropriate government agency to react to this problem.

c. View the filmstrips in the science section of the media center. (Eye Gate #45-50)

Behavioral Objective No. 13

a. Write letters to appropriate sources asking for their reaction to this objective.

b. Organize a panel discussion of your friends dealing with this problem.

c. Invite the mayor in to discuss this issue with the class.

Demonstration of Capability

For each of the objectives which you selected in the pre-assessment, turn in or arrange to demonstrate your selected mode of demonstrating your competency in each objective.

Post-Evaluation

Alternatives

a. Administer a teacher-made test covering the behavioral objectives.

b. Arrange for a class discussion based on the behavioral objectives.

c. Let students appraise their own accomplishment of the objectives.

d. Observe student and school motivation and action in the area of pollution.

TEACHER NOTES

The Professional Shelf

THE PROFESSIONAL SHELF

This section of the PROSPECTUS is designed to assist the teacher who desires to remain up-to-date and competent in his profession. Lists of books which can help the concerned teacher bring to his philosophy of education and classroom practice the most significant recent innovations in the social studies, are included. To meet the challenge of the new social studies, every teacher must gain the skill of self-evaluation. Some of the listed books are a must for any social studies teacher who desires more in his professional life than to simply stay in the same old rut.

Social studies teachers are urged to obtain subscriptions to and read meaningful periodicals which write for their field. Chief among such sources are _Social Education_ and _The Social Studies_. In addition, the conscientious social studies teacher will keep in effect a comprehensive membership in the National Council for the Social Studies. This will allow him to receive its publications which are essential to the informed teacher.

*Basic for Elementary Teachers
**Basic for Secondary Teachers
***Basic for Teachers of all levels

PROFESSIONAL READING

Allen, Rodney F., John V. Fleckenstein, and Peter M. Lyon (eds.). _Inquiry in the Social Studies_. Washington: National Council for the Social Studies, 1968.

American Council of Learned Societies and National Council for the Social Studies. _The Social Studies and the Social Sciences_. New York: Harcourt, Brace and World, 1962.

Ambramowitz, Jack. _Diary of a Slow Learner Class_. Chicago: Follett Publishing Company, 1963.

Anderson, H. R., and E. F. Lindquist. _Selected Test Items in American History_. Washington: National Council for the Social Studies, 1964.

Anderson, H. R., and E. F. Lindquist. _Selected Test Items in World History_. Washington: National Council for the Social Studies, 1960.

Association of Social Studies Teachers of the City of New York. _Handbook for Social Studies Teaching_. New York: Holt, Rinehart and Winston, 1967.

***Association for Supervision and Curriculum Development. Perceiving, Behaving, Becoming a New Focus for Education. 1962 Yearbook.

Ball, John A. Bibliography for Geographic Education. Athens, Georgia: Research and Development in Educational Department, University of Georgia, 1968.

Bauer, Nancy W. and Richard E. Starkey (eds.). Revolution and Reaction: The Impact of the New Social Studies. Bloomfield Hills, Michigan: Cranbrook Press, 1966.

Baxter, M. E., R. H. Ferrell, and J. E. Wiltz. The Teaching of American History in the High Schools. Bloomington: University of Indiana, 1964.

Beals, Alan R. Culture in Process. New York: Holt, Rinehart, and Winston, 1967.

Berelson, Bernard (ed.). The Behavioral Sciences Today. New York: Harcourt, Brace and World, 1963.

Berelson, Bernard and Gary Steiner. Human Behavior, an Inventory of Scientific Findings. New York: Harcourt, Brace and World, 1964.

***Berg, Harry D. (ed.). Evaluation in Social Studies. Washington: National Council for the Social Studies, 35th Yearbook, 1965.

Beyer, Barry K. Using Inquiry in the Social Studies: Guidelines for Teaching. Athens, Ohio: College of Education, Ohio University, 1965.

Bibliography of Games: Simulation for Teaching Economics and Related Subjects. New York: Joint Council on Economic Education, 1968.

Bierstedt, Robert, E. J. Meehan, and P. A. Samuelson. Modern Social Science. New York: McGraw-Hill Book Company, 1964.

Bloom, Benjamin S. (ed.). Taxonomy of Educational Objectives. Handbook I: Cognitive Domain; Handbook I: Affective Domain. New York: David McKay Company, Inc., 1956.

Boocock, Saranes and E. O. Schild. Simulation Games in Learning. Beverly Hills, California: Sage Publications, 1968.

***Broadbeck, May (ed.). Readings in the Philosophy of the Social Sciences. New York: Macmillan Company, 1968.

Brown, Robert. Explanation in Social Science. Chicago: Aldine Publishing Company, 1968.

Brubaker, Dale L. *Innovations in the Social Studies: Teachers Speak for Themselves*. New York: Thomas Y. Crowell, 1968.

Brubaker, Dale L. *Social Studies in a Mass Society*. Scranton, Pennsylvania: International Textbook Company, 1969.

Bruner, Jerome S. *The Process of Education*. Cambridge, Massachusetts: Harvard University Press, 1960.

Calhoun, Don (et al). *An Introduction to Social Science*. Philadelphia: J. B. Lippincott Company, 1961.

Cantor, Norman and Richard I. Schneider. *How to Study History*. New York: Thomas Y. Crowell, 1967.

Carpenter, Helen M. (ed.). *Skill Development in Social Studies*. Washington: National Council for the Social Studies, 33rd Yearbook, 1963.

Carr, Edward H. *What is History?* New York: Alfred A. Knopf, 1962.

Cartwright, William H. and Richard L. Watson (eds.). *Interpreting and Teaching American History*. Washington: National Council for the Social Studies, 31st Yearbook, 1961.

Chase, W. Linwood. *A Guidebook to Improving Instruction in Elementary School Social Studies*. Boston: Allyn and Bacon, Inc., 1966.

*Chase, W. Linwood. *A Guide for the Elementary Social Studies Teacher*. Boston: Allyn and Bacon, Inc., 1966.

Chesler, Mark and Robert Fox. *Role-Playing Methods in the Classroom*. Chicago: Science Research Associates, 1966.

Clements, H. Millard, William R. Fielder, and B. R. Tabachnick. *Social Study: Inquiry in Elementary Classrooms*. Indianapolis: Bobbs-Merrill Company, 1966.

Connery, Robert H., Richard H. Leach, and Joseph Zikmund. *Reading Guide in Politics and Government*. Washington: National Council for the Social Studies, 1966.

Daniels, Robert V. *Studying History: How and Why*. Englewood Cliffs, New Jersey, Prentice-Hall, Inc., 1966.

Darrow, Helen F. *Social Studies for Understanding*. New York: Columbia University Press, 1964.

Dinkmeyer, Don and Rudolf Dreikus. *Encouraging Children to Learn.* Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1963.

Douglas, Malcom. *Social Studies in the Elementary School*. Philadelphia: J. B. Lippincott Company, 1967.

Ducharme, Raymond A., Jr., Joseph Katz, and Arthuro Sheekey. *A Bibliography for Teachers of Social Studies*. New York: Teachers College Press, Columbia University, 1968.

Dunfee, Maxine and Helen Sagl. *Social Studies Through Problem Solving: Challenge to Elementary School Teachers*. New York: Holt, Rinehart and Winston, 1966.

Easton, David. *A Framework for Political Analysis*. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1965.

Easton, David. *A Systems Analysis of Political Life*. New York: John Wiley and Sons, 1965.

Easton, David. *Children in the Political System: Origin of Political Legitimacy*. New York: McGraw-Hill Book Company, 1969.

Easton, David. *The Political System: An Inquiry into the State of Political Science*. New York: Alfred A. Knopf, 1953.

Ebenstein, William. *Totalitarianism: New Perspectives*. New York: Holt, Rinehart and Winston, 1962.

Engle, Shirley H. (ed.). *New Perspective in World History*. Washington: National Council for the Social Studies, 34th Yearbook, 1964.

Estvan, Frank J. *Social Studies in a Changing World*. New York: Harcourt, Brace and World, 1968.

Fair, Jean and Fannier R. Shaftel (eds.). *Effective Thinking in the Social Studies*. Washington: National Council for the Social Studies, 37th Yearbook, 1967.

Fancett, Verna S. (et al). *Social Science Concepts and the Classroom*. Syracuse, New York: Social Studies Curriculum Center, Syracuse University, 1968.

Fay, Leo, Thomas Horn, and Constance McCollough. *Improving Reading in Elementary Social Studies*. Washington: National Council for the Social Studies, 1961.

Feldman, Martin and Eli Seifman (eds.). *The Social Studies: Structure Models, and Strategies*. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1968.

Fenton, Edwin. *Teaching the New Social Studies in Secondary Schools: An Inductive Approach*. San Francisco: Holt, Rinehart and Winston, 1966.

**Fenton, Edwin. *The New Social Studies*. San Francisco: Holt, Rinehart and Winston, 1967.

*Fox, Robert, Margaret B. Luszki, and Richard Schmuck. *Diagnosing Classroom Learning Environments*. Chicago: Science Research Associates, 1966.

Frankel, Moe L. *Economic Education*. New York: Center for Applied Research in Education, 1965.

Fraser, Dorothy M. *Stimulating Techniques for Teaching Social Studies*. Chicago: Encyclopedia Britannica Educational Corporation, 1967.

Fraser, Dorothy M. and Edith West. *Social Studies in Secondary Schools*. New York: The Ronald Press Company, 1961.

***Fraser, Dorothy M. and Samuel P. McCutchen (eds.). *Social Studies in Transition: Guidelines for Change*. Washington: National Council for the Social Studies, 1965.

Gabler, Robert E. (ed.). *A Handbook for Geography Teachers*. Normal, Illinois: National Council for Geographic Education, 1966.

Gallaher, James J. *An Annotated Bibliography of Anthropological Materials for High School Use*. New York: Macmillan Company, 1967.

Gallagher, James J. *Teaching the Gifted Child*. Boston: Allyn and Bacon, Inc., 1964.

Garvey, Dale M. *Simulation, Role-Playing, and Sociodrama in the Social Studies*. Emporia, Kansas: Graduate Division, Kansas State Teachers College, 1967.

***Gibson, John S. *New Frontiers in the Social Studies: Action and Analysis*. New York: Scholastic Magazines, 1967.

***Gibson, John S. *New Frontiers in the Social Studies: Action and Analysis*. New York: Scholastic Magazines, 1967.

Goldmark, Bernice. *Social Studies: A Method of Inquiry*. Belmont, California: Wadsworth Publishing Company, 1968.

Gottschalk, Louis (ed.). *Generalization in the Writing of History*. Chicago: University of Chicago Press, 1963.

Greater Cleveland Social Science Program. *Handbook for Social Science Teachers*. Cleveland Educational Research Council of America, 1965.

Greenstein, Fred I. *Children and Politics*. New Haven: Yale University Press, 1965.

***Groisser, Philip. *How to Use the Fine Art of Questioning*. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1964.

***Gross, Richard E., Raymond H. Muessig, and George L. Fersh (eds.). The Problems Approach and the Social Studies. Washington: National Council for the Social Studies, 1960.

Gross, Richard E., Walter E. McPhie, and Jack R. Fraenlel. Teaching the Sciences: What, Why, and How. Scranton, Pennsylvania: International Textbook Company, 1969.

Guetzkow, Harold (ed.). Simulation in Social Science: Readings. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1962.

Hanna, Paul R. (et al). Geography in the Teaching of Social Studies: Concepts and Skills. Boston: Houghton Mifflin Company, 1966.

Harris, Ruby M. Handbook of Map and Globe Usage. New York: Rand McNally and Company, 1967.

Herbert, Louis J. and William Murphy (eds.). Structure in the Social Studies. Washington: National Council for the Social Studies, 1968.

Herman, Wayne L. (ed.). Current Research in Elementary School Social Studies. New York: Macmillan Company, 1969.

Hess, Robert D. and Judith V. Torney. The Development of Political Attitudes in Children. Chicago: Aldine Publishing Company, 1967.

High, James. Teaching Secondary School Social Studies. New York: John Wiley and Sons, 1962.

Holt, John. How Children Fail.

Hoselitz, Bert F. A Reader's Guide to the Social Sciences. New York: The Free Press, 1969.

Hunt, Erling (et al). High School Social Studies Perspectives. Boston: Houghton Mifflin Company, 1962.

**Hunt, Maurice P. and Lawrence E. Metcalf. Teaching High School Social Studies. New York: Harper and Row, 1968.

Huus, Helen. Children's Books to Enrich the Social Studies for the Elementary Grades. Washington: National Council for the Social Studies, 1966.

James, Preston E. (ed.). New Viewpoints in Geography. Washington: National Council for the Social Studies, 29th Yearbook, 1959.

Jarolimek, John (ed.). Social Studies Education: The Elementary School. Washington: National Council for the Social Studies, 1967.

*Jarolimek, John. Social Studies in Elementary Education. New York: Macmillan Company, 1965.

Jarolimek, John and H. M. Walsh. *Readings for Social Studies in Elementary Education*. New York: Macmillan Company, 1965.

Johnson, Earl S. *Theory and Practice of the Social Studies*. New York: Macmillan Company, 1956.

Joyce, Bruce R. *Strategies for Elementary Social Science Education*. Chicago: Science Research Associates, 1965.

Kaltsounis, Theodore. *Elementary School Social Studies*. West Nyack, New York: Parker Company, 1969.

Katz, William L. *Teachers' Guide to American Negro History*. Chicago: Quadrangle Books, 1968.

Kenworthy, Leonard S. *Background Papers for Social Studies Teachers*. Belmont, California: Wadsworth Publishing Company, 1966.

Kenworthy, Leonard S. *Guide to Social Studies Teaching*. Belmont, California: Wadsworth Publishing Company, 1966.

Kenworthy, Leonard S. *Social Studies for the Seventies*. Walthan, Massachusetts: Blaisdell Publishing Company, 1969.

Krathwohl, David R., Benjamin S. Bloom, and Bertram B. Masia. *Taxonomy of Educational Objectives: The Classification of Educational Goals* (Handbook II: Affective Domain). New York: David McKay Company, Inc., 1956.

Krug, Mark. *History and the Social Sciences: New Approaches to the Teaching of Social Studies*. Boston: Ginn and Company, 1967.

Lee, John R. and Jonathan C. McLendon. *Readings on Elementary Social Studies: Prologue to Change*. Boston: Allyn and Bacon, Inc., 1965.

Leinwand, Gerald and Daniel Feins. *Teaching History and the Social Studies in Secondary School*. New York: Pitman Publishing Company, 1968.

Lewenstein, Morris R. *Teaching Social Studies in Junior and Senior High Schools*. Chicago: Rand McNally and Company, 1963.

***Lippitt, Ronald, Robert Fox, and Lucille Schaible. *The Teacher's Role in Social Science Investigation*. Chicago: Science Research Associates, 1969.

Long, Forrest E. and Helen Haiter. *Social-Studies Skills*. Sweet Springs, Missouri: Inor Publishing Company, 1968.

Long, Harold M. and Robert N. King. *Improving the Teaching of World Affairs: The Glen Falls Story*. Washington: National Council for the Social Studies, 1964.

Lunsden, Keith G. (ed.). *New Developments in the Teaching of Economics*. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1967.

Madge, John. The Tools of the Social Sciences. Garden City, New York: Anchor Books, 1965.

***Mager, Robert F. Preparing Instructional Objectives. Palo Alto, California: Fearon Publishers, 1962.

Massialas, Byron G. and C. Benjamin Cox. Inquiry in Social Studies. New York: McGraw-Hill Book Company, 1966.

Massialas, Byron G. and C. Benjamin Cox (eds.). Social Studies in the United States: A Critical Appraisal. New York: Harcourt, Brace and World, 1967.

Massialas, Byron G. and Andreas M. Kazamias. Crucial Issues in the Teaching of Social Studies: A Book of Readings. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1964.

Massialas, Byron G. and Frederick R. Smith (eds.). New Challenges in the Social Studies: Implications of Research for Teaching. Belmont, California: Wadsworth Publishing Company, 1965.

Massialas, Byron G. and Jack Zevin. Creative Encounters in the Classroom. New York: John Wiley and Sons, 1967.

Mayer, Martin. Where, When, and Why: Social Studies in American Schools. New York: John Wiley and Sons, 1967.

McLendon, Jonathan C. Readings on Social Studies in Secondary Education. New York: Macmillan Company, 1966.

McLendon, Jonathan C. Social Studies in Secondary Education. New York: Macmillan Company, 1965.

McLendon, Jonathan C. and John R. Lee. Readings in Elementary Social Studies, Readings in Secondary Social Studies. Boston: Allyn and Bacon, Inc., 1965.

Mehlinger, Howard D. The Study of Totalitarianism: An Inductive Approach. Washington: National Council for the Social Studies, 1965.

Merrit, Edith P. Working with Children in Social Studies. Belmont, California: Wadsworth Publishing Company, 1963.

Michaelis, John U. Social Studies for Children in a Democracy: Recent Trends and Developments. Englewood Cliffs, New Jersey: Prentice-Hall, Inc, 1968.

*Michaelis, John U. (ed.). Social Studies in Elementary Schools. Washington: National Council for the Social Studies, 32nd Yearbook, 1962.

Michaelis, John U. (ed.). Teaching Units in the Social Sciences, 3 volumes. Chicago: Rand McNally and Company, 1966.

Michaelis, John U. and A. M. Johnston. *The Social Sciences: Foundations of the Social Studies*. Boston: Allyn and Bacon, Inc., 1965.

Miller, Richard I. *Teaching About Communism*. New York: McGraw-Hill Book Company, 1966.

Moffatt, Maurice P. *Social Studies Instruction*. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1963.

Moore, Evelyn and Edward S. Owen. *In Teaching the Subjects in the Social Studies: A Handbook for Teachers*. New York: St. Martins Press, 1966.

Morrissett, Irving (ed.). *Concepts and Structure in the New Social Science Curricula*. Boulder, Colorado: Social Science Education Consortium, Inc., 1966.

Morse, Horace T. and George McCune. *Selected Items for the Testing of Study Skills and Critical Thinking*. Washington: National Council for the Social Studies, 1964.

Muessig, Raymond H. (ed.). *Social Studies Curriculum Improvement Guide: A Guide for Local Committees*. Washington: National Council for the Social Studies, 1965.

***Muessig, Raymond H. and Vincent R. Rogers (eds.). *Social Science Seminar Series*. Columbus, Ohio. Charles E. Merrill Books, Inc., 1965-1966. (See specific series titled.)

Economics and Its Significance by Richard S. Martin and R. G. Miller.
Geography: Its Scope and Spirit by Jan O. M. Broek.
Political Science: An Informal Overview by Francis J. Sorauf.
Sociology: The Study of Man in Society by Caroline B. Rose.
The Nature and the Study of History by Henry Steele Commager.
The Study of Anthropology by Pertti J. Pelto.

Munson, Harold L. *Guidance Activities for Social Studies Teachers*. Chicago: Science Research Associates, 1965.

National Council for the Social Studies. *Bringing the World Into Your Classroom Gleanings from Glen Falls*. Washington: National Council for the Social Studies, 1968.

***Nesbitt, William A. *Simulation Games for the Social Studies Classroom*. New York: Foreign Policy Association, 1968.

Nugent, Walter T. K. *Creative History: An Introduction to Historical Study*. Philadelphia: J. B. Lippincott Company, 1967.

**Oliver, Donald and James P. Shaver. *Teaching Public Issues in the High School*. Boston: Houghton Mifflin Company, 1966.

Parker, J. Cecil and Louis J. Rubin. *Process as Content: Curriculum Design and the Application of Knowledge*. Chicago: Rand McNally and Company, 1966.

Patrick, John J. *Political Socialization of American Youth: A Review of Research with Implications for Secondary School Social Studies*. Washington: National Council for the Social Studies, 1967.

Patterson, Franklin (ed.). *Citizenship and A Free Society: Education for the Future*. Washington: National Council for the Social Studies, 30th yearbook, 1960.

Prehn, Edward C. *Teaching High School Economics: The Analytical Approach*. New York: Pitman Publishing Company, 1968.

Preston, Ralph. *Teaching Social Studies in the Elementary School*. New York: Holt, Rinehart and Winston, 1968.

Price, Roy A. (ed.). *Needed Research in the Teaching of Social Studies*. Washington: National Council for the Social Studies, 1964.

Price, Roy A., Warren Hickman, and Gerald Smith. *Major Concepts for Social Studies*. Syracuse: Syracuse University Social Studies Curriculum Center, 1963.

Quillen, Isaac J. and Lavone Hanna. *Education for Social Competence*. Chicago: Scott, Foresman and Company, 1967.

Ragan, William B. and John D. McAulay. *Social Studies for Today's Children*. New York: Appleton-Century-Crofts, 1964.

***Raths, Louis E., Arthur Jonas, Arnold Rothstein, and Selma Wassermann. *Teaching for Thinking, Theory and Application*. Columbus, Ohio: Charles E. Merrill Books, Inc., 1967.

***Raths, Louis E., Merrill Harmin, and Sidney B. Simon. *Values and Teaching*. Columbus, Ohio: Charles E. Merrill Books, Inc., 1966.

Riddle, Donald H. and Robert E. Cleary (eds.). *Political Science in the Social Studies*. Washington: National Council for the Social Studies, 36th Yearbook, 1966.

Robinson, Donald (et al). *Promising Practices in Civic Education*. Washington: National Council for the Social Studies, 1967.

Rogers, Vincent R. *A Sourcebook for Social Studies*. New York: Macmillan Company, 1969.

Roucek, Joseph S. The Teaching of History. New York: Philosophical Library, 1967.

Salk, Erwin A. (ed.). A Layman's Guide to Negro History. New York: McGraw-Hill Book Company, 1967.

***Sanders, Norris M. Classroom Questions: What Kinds?. New York: Harper and Row, 1966.

Saveth, Edward (ed.). American History and the Social Sciences. New York: Free Press of Glencoe, 1964.

Schultz, Morton J. The Teacher and Overhead Projection. A Treasury of Ideas, Uses and Techniques. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1965.

Selakovich, Daniel. Problems in Secondary Social Studies. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1965.

Servey, Richard E. Social Studies Instruction in the Elementary School. San Francisco: Chandler Publishing Company, 1967.

Shaftel, Fannier R. and George Shaftel. Role-Playing for Social Values: Decision Making in the Social Studies. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1967.

Shaver, James and Harold Berlak. Democracy, Pluralism, and the Social Studies. New York: Houghton Mifflin Company, 1968.

Shulman, Lee S. and Evan R. Keislar (eds.). Learning by Discovery: A Critical Appraisal. Chicago: Rand McNally and Company, 1966.

Smith, Frederick R. and C. Benjamin Cox. New Strategies and Curriculum in Social Studies. Chicago: Rand McNally and Company, 1969.

Smith, James A. Creative Teaching of the Social Studies in the Elementary School. Boston: Allyn and Bacon, Inc., 1967.

Sowards, G. Wesley. The Social Studies: Curriculum Proposals for the Future. Chicago: Scott Foresman and Company, 1965.

***Taba, Hilda. Curriculum Development: Theory and Practice. New York: Harcourt, Brace and World, 1962.

Taba, Hilda. Teachers' Handbook for Elementary Social Studies. Palo Alto, California: Addison-Wesley Publishing Company, 1967.

Taba, Hilda and Deborah Elkins. Teaching Strategies for the Culturally Disadvantaged. Chicago: Rand McNally and Company, 1966.

Taylor, Harold (ed.). The Humanities in the Schools. New York: Citation Press, 1968.

Thralls, Zoe A. Th[illegible]ng of Geography. New York: Appleton-Century-Crofts, 1958.

Tiegs, Ernest W. and Fay Adams. Teaching the Social Studies: A Guide to Better Citizenship. Boston: Ginn and Company, 1959.

Watson, Bruce and William Tarr. The Social Sciences and American Civilization. New York: John Wiley and Sons, 1964.

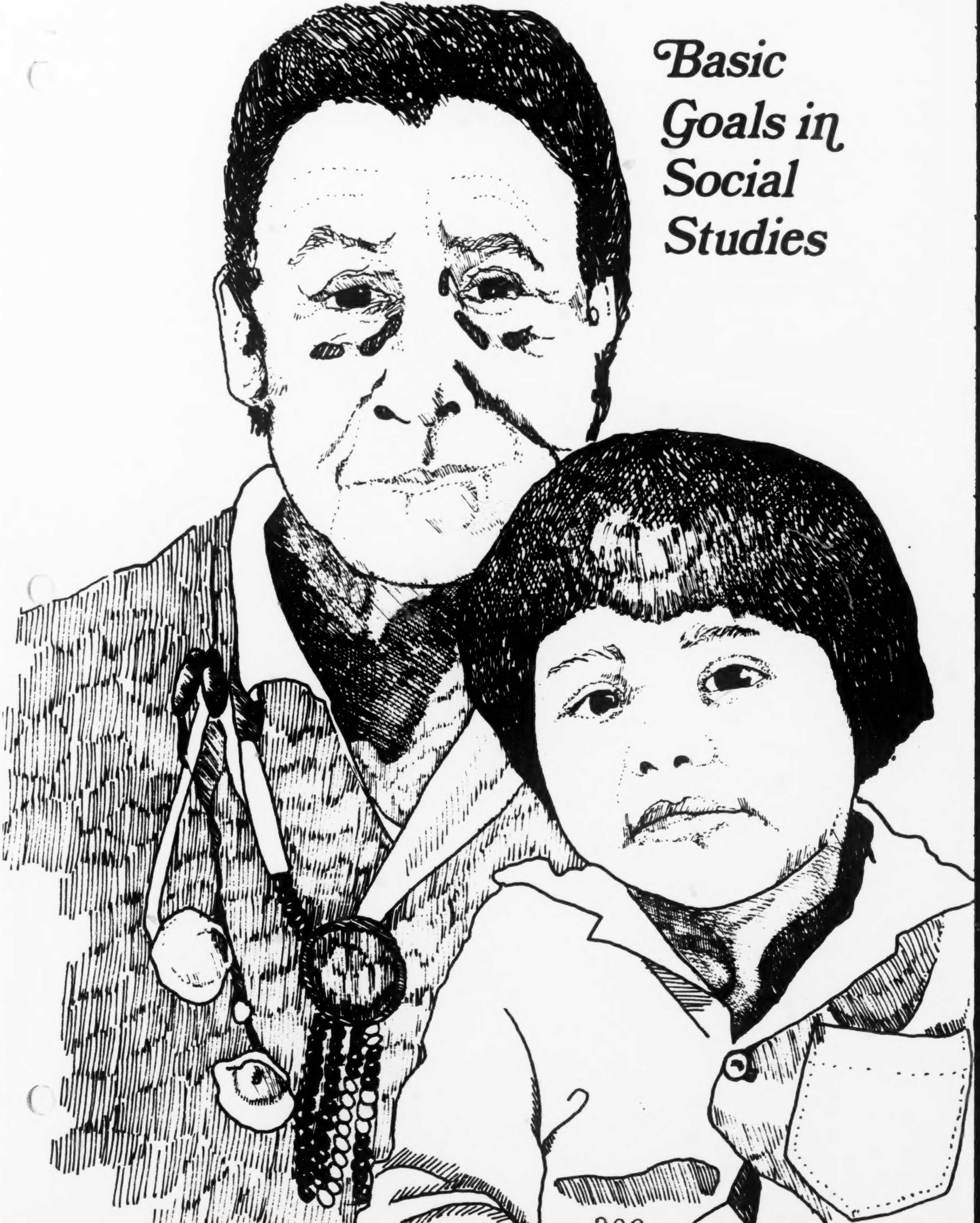
Wesley, Edgar B. and Stanley P. Wronski. Teaching the Social Studies in High Schools. Boston: D. C. Heath and Company, 1964.

Wesley, Edgar B. and William Cartwright. Teaching Social Studies in the Elementary School. Boston: D. C. Heath and Company, 1968.

Wiltz, John E. Books in American History: A Basic List for High Schools. Bloomington, Indiana: University Press, 1964.

**Womack, James G. Discovering the Structure of Social Studies. New York: Benziger Brothers, 1966.

Zeigler, Harmon. The Political World of One High School Teacher. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1967.



Basic Goals in Social Studies

SOCIAL GOAL I

RECOGNITION OF THE DIGNITY AND WORTH OF THE INDIVIDU

The uniquely distinguishing quality of Western democracy is its insistence that the individual is the all-important unit of society. Following the philosophy of John Locke, it is the individual man who possesses inalienable rights, derived from God and nature. This in turn springs from the Judaic-Christian and stoic value of the preciousness of the individual human life. In this system of values, government is an implementing agency, a means to the end of protecting and guaranteeing these rights. The state is therefore not an end in itself, as totalitarianism would maintain. The rights which are inalienable and which democratic governments should sustain, include life with at least a minimum standard of living, liberty compatible with the rights of others, freedom of thought and speech with their concomitant responsibilities, freedom of religion and from an established church. In his relations with other men, the democratic individual should treat them as individuals, avoiding sterotyped thinking, and looking for the essential worth and dignity of each. This is not an uncritical sentimentality, for some men may have little worth and no dignity. When we try to see why persons act as they do, however, we understand them better. We need to know better the interpersonal competencies, the skills of getting along with people in individual contacts and in groups. The social ideal is that each man, by his own work and his own effort, may make what he wishes of himself.

Any comprehensive analysis of American history and its society, however, does discover instances of intolerance and prejudice; they illustrate our imperfections and sins. Stereotyped preconceptions are widespread; we generalize in terms of race or religion. Society's evaluation of the individual is based in too large part on what work he does. The nature of the work is the major element in establishing social class which while more fluid than in some other societies, is distinguishable here.

Following are illustrative concepts, generalizations, and content to be used in the development of Social Goal I--

POLITICAL:

1. In the fields of philosophy and religion, the idea developed that *human life is sacred*. From this basic idea came the concept that man held as inalienable rights his right to life, liberty, property, and the pursuit of happiness.

2. Seventeenth-century rationalists assumed that organized society originated when primitive individuals created and agreed to a

social compact by which *individuals surrendered personal rights in order to create a government.* The philosophers differed as to the rights surrendered and the strength of the government thus created.

3. John Locke theorized that men in an early state of savagery were noble and happy. In establishing governments, individuals surrendered some of their personal rights but as the basic rights--life, liberty, and property--were inalienable these were guaranteed and protected by the government. Thus in the political system advocated by Locke, the individual is centrally important and *government is a means by which rights are protected and not an end in itself.*

4. Thomas Hobbes assumed that men in an early state of savagery were so brutish and miserable that in agreeing to a social compact they surrendered all of their personal rights to the resulting government. This served as a justification for absolute rule since *the individual had no rights* which the state was bound to respect.

5. Political thinkers since Hobbes, such as Hegel, Marx, and Lenin, have derived the pattern of totalitarianism from Hobbes' premises. If the state is all-powerful over the person, then *the individual's reason for being is to improve and glorify the state.* The nation becomes an entity independent of its components: the whole is greater than the sum of its parts.

6. *The philosophic principles which recognized human dignity and worth have been translated into public law and civic policy* in such documents as the English Bill of Rights, the American Declaration of Independence, the American Bill of Rights, the French Declaration of the Rights of Man and of Citizens, and the United Nations Universal Declaration of Human Rights. Most of our state constitutions contain a bill of rights.

7. In studying the political institutions of American society, it should be emphasized that under the democratic tradition, following the reasoning of Locke, *institutions exist for mankind and government rests upon the consent of the governed.*

8. The American Bill of Rights stresses the protection of the individual from specified actions by government. It assumes that *men possess rights naturally,* hence the language of the Amendments to the Constitution does not positively confer them. The Bill of Rights protects certain basic rights of the individual from violation by other individuals or groups, as well as from certain actions by the government. These include freedoms of speech, the press, religion, assembly, and petition, as well as the right of the individual to protection against

unlawful search and seizure, to freedom from self-incrimination and from arbitrary arrest, to a fair, speedy and public trial, and to protection of property.

9. *Maintenance* of the guarantees *of individual rights* in the Bill of Rights, along with implementation of the *principles of equality* of all men before the law and of equal justice for all, *is the responsibility of every American citizen and public official* with the courts having a special obligation to insure individual rights and equal justice.

10. The United Nations Universal Declaration of Human Rights is a yardstick which can be used to measure the extent to which the dignity and worth of each individual is recognized in each sovereign nation and by social groups within nations. Some violations which occur are the inferior position of women in many societies, national prejudice against the foreigner, racial discrimination, religious discrimination, class discrimination, with caste as the most rigid form of organized discrimination. *The concept of universal rights and freedoms for the human family has long been accepted as an ideal* but the Universal Declaration of Human Rights is a pioneer achievement in the effort to achieve these rights and freedoms on a world scale.

HISTORICAL:

11. *Recognition of the dignity and worth of the individual is a part of the heritage* of Greek and Hebrew thought. The idea became a part of Western culture. Implementing the principle by public law and social customs has been a long, hard and unfinished struggle. The movement toward universal recognition of human worth and dignity has been halted and sometimes temporarily reversed by governing elites, dictators, imperialists, dominant majorities, and other persons and groups who valued power or wealth above human rights.

12. While the Hellenic Greek democracy restricted citizenship to the "demos" and had no machinery of naturalization, it accorded full equality to all citizens. Within the civic group, *individuals were respected on the basis of their dignity and worth.*

13. Western democracies have emerged from a struggle between a nobility which has secured and defended its special privileges, and a middle class which sought freedom of economic opportunity. In this struggle the middle class was at first the ally of royalty which sought to become absolute by destroying the power of the feudal nobility. When these allies won out, the middle class then successfully challenged royal absolutism.

The triumph of the middle class was secured by the establishment of Bills of Rights which spelled out the freedoms of the individual and the limitations to be placed on government.

14. In the United States, *the concept of the dignity and worth of the individual, and of basic rights that he may claim, has been developed and supported by actions of individuals and groups* from colonial times to the present day, as well as by legislative measures. From Roger Williams and Peter Zenger through the anti-slavery societies and the feminist organizations of the 19th century to the various organizations operating today in defense of civil liberties, *socially conscious citizens have taken an active share in broadening and deepening the recognition in American society of the dignity and worth of the individual.*

15. *Various factors in the development of the United States have operated to strengthen recognition of the dignity and worth of the individual.* The equalitarian influence of the American frontier reenforce the basic doctrine in a society where every person was needed and most of them demanded some measure of respect from others. Policies concerning immigration strengthened the concept of the worth of the individual. Immigrants who entered the United States were given the same civil rights as native-born citizens. Those immigrants who came from countries where civil rights formed little part of the national tradition generally accepted these rights and made them a part of the tradition they upheld.

16. *The record of Americans in recognizing the dignity and worth of the individuals has its negative aspects as well as its positive,* however. The white American male citizen has violated his own belief in the concept by denying its principles when applied to Negroes and members of other racial minorities. Many immigrants, especially those of lower socio-economic background, encountered prejudice and discrimination in the United States. Members of religious minorities have suffered discriminatory treatment. The recognition of the right of women to own property, vote, and in general enjoy social, political, and economic equality with men was long delayed and has not yet been fully achieved. While the overall trend has been toward increased recognition of the worth of the individual, the need to eliminate negative exceptions has persisted and does persist.

17. The abolition of human slavery in most of the world during the 19th century removed an old social and economic institution which degraded men and women held as slaves. *Peonage and other forms of partial slavery still exist;* even slavery persists in isolated regions and reappears in other places from time to time.

18. *While freedom and security are concepts which in their theoretical absolutes are mutually exclusive, each society decides how much of each it will enjoy at any given time.* In the totalitarian regimes, such an equation, once set, will be the subject of little change. In the American pattern, the equation is dynamic, being frequently altered directly or indirectly by social decisions and legislation within each generation, or each decade, or even each congressional session. Thus the generation from 1865 to 1890 stressed laissez-faire values and built an equation which stressed liberty at the expense of societal security. The progressive movement between 1890 and 1920 shifted the balance, limiting and regulating freedoms in order to enhance security. The 1920's saw a diminishing of regulation, but in the 1930's the American desire was for greater security, an objective naturally magnified during the war. The postwar generation is in the process of determining its own equation.

ECONOMIC:

19. Western democratic *emphasis on the individual has produced the system of private enterprise* as the basis of the economy. The salient elements of the system are a money economy, a price mechanism, and rewards commensurate to risks and individual abilities.

20. As *American business has* grown bigger and bigger, it has inevitably *become more impersonal.* Employees lost individual identity and became "labor", customers became "units of sales". In efforts to correct this, personnel departments have been created and sales programs have stressed emphasis upon persons.

21. *The American economy is essentially based on the idea of decentralized economic decision making by individuals* in their capacities, individuals make free choices and their decisions are "added up", so to speak, by the market mechanism and converted into the aggregate forces (supply and demand) which determine how our productive resources will be used, what will be produced and who will get it. This *decentralized economic system seems most compatible with individual freedom.*

22. Efforts to provide an economic basis, in our industrialized economy, for the application of *the concept of the dignity and worth of the individual have resulted in fair employment practice laws.* Even where such laws do not apply, some progress has been made in providing for all ethnic and religious groups more nearly equal opportunities for employment. *Discriminatory practices* in this area--last hired, first fired--*remain a major block to the full application of principles involved in recognition of the dignity and worth of each person.*

SOCIO-CULTURAL:

23. Respect for the dignity and worth of the individual is the keystone in the arch of the American value system. The American creed assumes that every man and woman has some measure of self-respect, honesty, integrity, rationality, and goodness. *Laws, folkways, and mores for civic and social control are based on* these *assumptions of man's worth and dignity.*

24. Programs which operate on public funds to provide special training and education for handicapped children and adults are indicative of the public concern for the happiness and well-being of every person.

25. The shift in emphasis in penology from punishment to reform and treatment demonstrates a feeling that *all persons are entitled to consideration*--even those who cannot or will not live by society's laws.

26. Titles of nobility are prohibited by the Constitution, and social classes based on heredity have never flourished in the United States. The doctrine that *each individual should have the right and the obligation to find his place* in the general society of America is widely accepted.

27. *Social classes have always existed in every society,* although the basis of class distinction and the degree of rigidity of the class structure have varied. *In American society* there has been a strong feeling that *class organization should be fluid* rather than stratified.

28. Social classification in America is based upon family, wealth, and type of work. Family qualifications are important mainly among the upper class. Type of work has been an important classifier in the past, and wealth has had a close relationship to the nature of the job. We are witnessing now a decided rise in compensation for skilled labor so that the lines between middle and lower classes are becoming blurred. *Social mobility is encouraged by our system of public education and by the democratization of culture through the mass media.* It is made more difficult by our complex economic system which has has brought huge concentration of wealth in the hands of the few.

29. One of the major defects in American democratic achievement is the prevalence of stereotypes in our social acceptance and thinking. *Sweeping generalizations and prejudgments* concerning social classes and minority groups *are too often applied to all members of the class or group.*

30. The social ideal of respecting the dignity and worth of persons does not require an uncritical sentimentality. It permits--indeed requires--a thorough evaluation, but of the individual, not of whatever group to which he may have been ascribed.

31. *Ability or power does not give any individual the right to exploit his fellowmen.* Personal, institutional, and official exploitation are forms of violation of the dignity and worth of the individual.

SOCIAL GOAL II

THE USE OF INTELLIGENCE TO IMPROVE HUMAN LIVING

As one of its essentials, democracy assumes intelligence, actual or potential, in every man. Because of this assumption, democracy promises the freedom of the mind. It offers the free competition of the market place for ideas and values. Freedom of the mind involves the right to knowledge, the freedom to learn, and the freedom to teach. As democracy requires intelligence, so its perfecting depends upon open-mindedness and critical thinking. The processes of inquiry and investigation are involved in the right of the individual to participate in decisions on matters which affect him. If there is to be open competition of ideas and values, there must be a wide dissemination of knowledge and opportunity for independent value-judgments; communication and education become social tools. This means that the schools and the mass media of communication have a direct social responsibility both to the dissemination of knowledge and its use, and to the maintenance of the free market place for ideas and values. As our pattern of living grows more complex, experts are trained in various fields. The intelligent citizen knows how to discern and select the expert--and to avoid the demagogue--but he also comes to know how far to use the expert and at what point he must take the responsibility of making decisions which affect him and/or his democratic society.

Individuals, like institutions, have responsibilities commensurate with their freedoms. With the freedom to learn and teach goes the discipline of scholarship. Academic freedom denies itself subservience to an external and ex officio authority. The individual's right to decide carries a responsibility not to permit authoritarian usurpation of decision making by default. Superstition stands as the enemy of knowledge and has not yet been routed. The mass media do not use their opportunity to teach, and instead cater to a growing appetite for thrills. Emotional bias contests, still successfully, with open-mindedness and known facts; preconceptions remain rooted, though shaken by education. Where ignorance is widespread, greedy and selfish groups can organize irrational, cruel and selfish programs. The cure may require a study of man himself--the relation of his biological make-up to his drives, desires and ambitions. If groups come naturally to be formed of like minded folks, the study of greater intelligence in the roles of leadership and followership would be profitable.

Following are illustrative concepts, generalization, and content to be used in the development of Social Goal II--

POLITICAL:

1. Western democracy's central value is the importance of the individual. This value assumes that the individual is intelligent, demonstrably or potentially. *Western Institutions*--

social, political, economic, and religious--*are based upon this individual who will use his intelligence to further his own and the social good:* hence our institution of universal adult suffrage. On the other hand, *totalitarianism rests upon a mass mind that is docile and is charged with no responsibility for independent thought.*

2. Successful operation of universal adult suffrage is basic to democracy. It depends on an informed electorate made up of individuals able and willing to apply critical thinking to public issues. *The individual in a democracy must* rely on his own intelligence, which he constantly seeks to improve and refine. He has the obligation to seek information relevant to issues under discussion, to investigate possible alternative solutions, and to recommend a course of action compatible with the general interest. His most important role is to *make intelligent social decisions and to accept the responsibility of decision making and the consequences of those decisions.*

3. The mass media of communication are essential for an informed citizenry today. They furnish the information by which we construct our idea of the universe in which we live, and the basis on which we arrive at social decisions. They are our free market place for ideas. Without plentiful news and forums for unconventional ideas and for controversies, our society would not be democratic. *The citizen should learn to evaluate critically that which is presented through the mass media.* He should recognize persuasion devices and sort out pertinent facts from irrelevancies, half-truths and fiction as he collects data on which to base his decisions about civic problems.

4. *Social action in a democracy requires a combination of individual and group activities.* The individual should arrive at his own decision on a social problem. In a large and complex society, however, action by the individual to implement this decision is not apt to be effective. As a result he joins or organizes a group of like-minded people. The group can either take action directly to ameliorate the problem as in the case of a private social service agency or a political party, or it can seek to persuade pertinent officials of the wisdom of its position, as in the case of pressure groups. One of the most necessary skills for effective citizenship is the ability to work effectively through groups.

5. *Pressure groups* thus *have a function to perform in democratic society,* and pressure-group tactics are consistent with democratic operations provided they are openly operated and the persuasions are not immoral or unethical.

6. *To function properly, democracy and democratic political institutions require the trained intelligence of many specialists.* In our increasingly complex modern world, more and more expert knowledge is needed, such specialization narrows its scope as it deepens in thoroughness. Thus the average man increasingly must rely upon the specialist in all areas, including that of government. He must be intelligent in discerning and selecting the expert, know how to use him, and when to stop depending on him. He must also be able to detect the demagogue and know how to deal with him.

HISTORICAL:

7. *Man's intelligence has enabled him to understand natural phenomena and forces.* Such achievements as these have been built on these understandings; systems for computing time based on the earth's rotation and the length of the earth's orbit around the sun; the cycle of seasons which gave agricultural man a basis for planning his economic activities; the science of meteorology where factors affecting the current weather can be determined, with some prediction possible; and inventory of many of the natural resources of the earth's crust, the relation of vegetation to climate and soil resources.

8. The unique function of historians has been to organize man's experiences in a framework of space and time. They are concerned with the total cultural heritage of all the world's people. Scientific historians have used intelligence to develop the historical method, an application of reflective thinking, and through it to discover and present a record of man's achievements that is as nearly accurate as possible. Archaeologists have recovered many of the contributions made by many early peoples, and have pushed history back into a more distant past. Thus has been accumulated *a cultural heritage* that *is a reservoir of data and suggests hypotheses that are useful in solving current problems.*

9. Recorded history reveals the fact that men have continuously used their intellects to create new ways of solving recurring human problems of famine, pestilence, war, domestic disorders, and many other problems. Human ability does not seem to have changed during the period of recorded history. Human competence in many areas has improved as successive generations of *men utilized accumulated knowledge to advance the frontiers of learning.*

10. Recorded history stresses the importance of the process of acculturation in stimulating societal change. *Through exchange of ideas and knowledge, men of different contemporaneous cultures have been able to enrich their own society's heritage* and push back frontiers of ignorance more rapidly than could have been done within one culture alone.

11. *The scholars of classical antiquity made many improvements in human living* but their method was deductive: a reasoning from the general to the particular. The technique of experimentation was not among their tools.

12. The development of inductive reasoning: from the particular to the general, was the step which separated the ancient world from the modern. *The sciences which are the basis of today's living began with inductive reasoning.* Generally attributed to Francis Bacon, it has substituted mechanical energy for muscle power and has extended our world down into the atom and outward to the stars.

13. Recorded history provides many specific examples of how *man's life has been made richer and more comfortable through the application of intelligence* especially the experimental method, to problems of mechanical invention and industrial production. For example: The steam engine, Eli Whitney's ideas of interchangeable parts and mass production, the electric dynamo, the many applications of electricity to the operation of machines, the rotary printing press.

14. Recorded history provides many examples of the fact that *superstition hinders progress but that diffusion of knowledge can drive out superstition.* For example: The fears held by 15th century sailors of imaginary sea monsters; the early 19th century belief held by many farmers that iron plows would poison the soil; the popular resistance encountered by Jenner when he developed inoculation.

15. The Renaissance scholar's ideal of attaining universal knowledge was epitomized by the 15th century Portuguese king who attempted to summarize all knowledge in a single book. The proliferation of learning through modern times has made such an attempt an impossible one. As *research and experimentation have expanded the knowledge available to man,* areas have been split off and organized as disciplines. Each such discipline has its own set of values, methods of research, and patterns of organization that have been evolved through the application of reflective thinking to the content of the particular disciplines.

16. *The systematic procedure for dealing with social problems is labelled variously as scientific thinking,* critical thinking, reflective thinking, problem solving, or the problems approach. The procedure has been analyzed in various sets of steps, for example: it is proposed that the intelligent citizen concerned about a special problem (1) defines and states the problem; (2) lists and considers the various feasible courses of action; (3) collects and interprets pertinent data; (4) reaches a tentative decision based on the data; and (5) takes action consistent to the decision reached.

17. *The free world must prize the free mind, for intellectual liberty is the ultimate meaning of freedom.* The free mind requires the encouragement of skepticism, of doubt, and of unconventionality. It uses controversy as a constructive means of social improvement, and it permits men the freedom of speech to voice unpopular ideas. Restrictions upon freedom of speech become contagious, and as speaking, thinking and acting become more circumscribed, men lose something of their independent status and, like animals, find security in the herd.

18. *The improvement of human living involves two categories of social problems or controversies.* One turns on disagreements about values--whether something should be done or not. For example, in the early 1930's a value controversy developed over whether the Federal Government should give relief directly to needy persons. The other category is made up of problems of implementation. When the value question has been settled, the next problem is deciding how programs concerning the value will be implemented. For example, the American people did accept, early in the New Deal, the federal responsibility to ease suffering, but arguments grew as to the best methods and machinery. The difference between the two kinds of questions must be recognized for the most effective application of intelligence to their solution.

19. *The free competition of the market place for ideas and values is based upon the parallel of the free and competitive market for goods and services,* an essential feature of the system of private enterprise. It is doubtful that either could exist without the other, for if the exceptional thought were banned, the economy would quickly become regimented, and vice versa.

20. The relationship between "pure" research and "applied science" is important. "Pure" research seeks new knowledge with no thought or concern for its usefulness except to push back the bounds of ignorance. "Applied science" selects from the findings, interpretations, and syntheses of the scholar those which can be useful in improving human living.

21. *The mass media of communication,* so important in modern society's efforts to apply intelligence to the solution of social problems, *have imperfections.* They cater to fears, and stress a level of ideas which is too often early adolescent. They stress entertainment at the expense of education. All of the techniques of propaganda are to be found in them. Freedom of the press has come to mean free access to sources of news, but not freedom to express ideas that are at variance with those of the publishers and owners. This constitutes a major problem.

22. Alexander Pope once wrote that the proper study of mankind is man. In the 20th century, with the realization that human intelligence may be applied constructively or destructively and that the choice is man's, *the study of the human mind becomes science's greatest frontier.* As we understand more fully the why of human behavior, we can speak more reasonably of a science of education and can achieve more effectively the application of intelligence to the improvement of human living.

SOCIAL GOAL III

RECOGNITION AND UNDERSTANDING OF WORLD INTERDEPENDENCE

A most important influence of modern technology has been exerted through modern communication and transportation. Communities which were once isolated and self-contained have been made neighbors to distant continents. Distinctive institutions which have developed because of basic differences in cultures have been brought into contact with each other and into competition. A Moslem world of nomads must deal with complex Western economic organization. Economic activities have changed from self-sufficiency to specialization, as modern industry has come to depend on imports of scarce materials from far places, and as the reciprocal export trade has grown to be essential, markets have become global. Freedom of movement to all parts of the world has become a feasible luxury, verging upon tomorrow's necessity, and if we are not citizens of the world, we are world members. The stage upon which our nation's role is cast has already become the planet so that we must affect and be affected by Asians, Africans, Australians, Argentians, and Austrians.

The world has shrunk but it is more complex and harder to understand. In it can be found, existing now, nearly every stage of social evolution from the savage, through barbarism and feudalism, up to the experimental patterns for day after tomorrow. The intricate machinery of modern industry clanks and roars by the side of ancient handicrafts and both must make adjustments. "Democracy" has taken on a dozen conflicting meanings. No part of the world is more than twenty-four hours away, no Iron Curtain can completely shut out free ideas; but neither can we quarantine successfully against communicable disease, ignorance, or intolerance. News of happenings on the other side of the globe may reach us almost instantly but our mass media do not necessarily provide us with a representative or objective view of them. Our best hope for physical health and a free society is to extend technology and education so that poverty and ignorance may be overcome. We greatly need an appreciation of the value of difference. We need to know and accept responsibility for the effects of our actions on other peoples and cultures.

Following are illustrative concepts, generalizations, and content to be used in the development of Social Goal III--

GEOGRAPHIC AND ECONOMIC:

1. One major factor in the high degree of world interdependence that exists today is found in the conditions of modern transportation and communication. Round-the-world travel is measured in hours, and round-the-world communication is instantaneous. The transport of raw materials and manufactured goods from any region of the earth to another is relatively speedy and inexpensive, although the degree of speed and expense varies with the stage of technical development and other conditions in a

particular area. An understanding of the significance of *modern technology* as applied to transportation and communication *is essential for understanding the degree and importance of world interdependence* today.

2. The belief that more exports than imports constitute a favorable balance of trade stems from 17th century mercantilism, when gold was synonymous with wealth and was thought to be the basis of national power. *The more modern idea that wealth is measured by usable commodities has required* a new definition of "favorable balance" and *a new emphasis on the importance of free exchange of goods.*

3. The peoples of the world are mutually dependent on one another in their universal efforts to improve their standards of living. Mineral deposits, fertile soil, sources of power are present in some countries, absent in others. *No nation is economically self-sufficient.* Each must develop its own limited resources and trade its surplus products to get goods from other nations which cannot be supplied at home. The idea of American self-sufficiency, which has been widely held in the past, must be reexamined in the light of the present-day economy which requires large imports from other countries.

4. Trade is seen, in the modern interdependent world, as a way of sharing resources and skills and so permitting each area to produce that which it can best produce. *Through* such *areal specialization men can improve their standards of living.* As the country of Iran, for example, develops its oil resources and sells oil to people in other parts of the world, the money earned can be used to build the roads and irrigation systems that are needed to bring greater prosperity. People who earn their livings on the wheat ranches of Australia live more comfortably if they can sell their wheat and use the money to buy many products that they could not make (or could not make very well) for themselves.

5. *International trade today affects man's life in every part of the earth* to some extent. Even the most remote communities, where modern transportation and communication have not reached, are affected. For example, people who live in the interior of the Amazon Valley live simple lives, using mostly the things they can make or raise. But they carry some of their produce to trading stations, where they exchange it for manufactured goods.

6. With all its benefits, however, *the idea of area specialization requires a frequent pro and con reexamination.* Increased facilities, the speed of international commerce, and its many potentially positive effects on human living urge its increase;

military factors, related to national survival in a "cold war world", may argue for self-sufficiency where possible and stockpiling for the rest.

7. In spite of scientific and technical progress, of surpluses on American markets, and of our high standard of living, *we still live in a global economy of scarcity*. The planet contains great extremes in the distribution of material goods; in many regions people exist on very low standards of living. If present levels of production remain static, any equalization of standards of living will require the reduction of the highest if others are raised; a generally higher living standard for mankind depends on expansion of productive capacities throughout the globe. This fact underlines the urgency of technical assistance programs on a world-wide scale.

POLITICAL:

8. The *role* of the *United States in world affairs today is based on a recognition of the interdependence of the peoples of the world*. If the days ever existed when the leaders of a modern nation could safely devote most of their time to matters primarily domestic and treat foreign affairs as a stepchild, they are certainly gone forever. Revolutionary developments in industrial technology as well as in military science in recent years have left little leeway for isolationism in international affairs, particularly for nations whose resources and wealth make them leading world powers. Thus the United States has no choice but to play an active part in the affairs of the international community.

9. Recognition by the United States of the need to replace isolationism with interdependence in today's complex world is illustrated by its alliances and regional agreements, the foreign aid program, its international trade patterns, overseas loans for industrial development, and its participation in the United Nations.

10. Although we live in an interdependent world today *international political organization is still based on the existence of independent and sovereign nation-states*, some of which are more important in world affairs than are others. To be a first-rate world power a nation must posses (a) a population large enough and of high enough quality to operate a modern technical society; (b) a secure access to adequate supplies of coal, iron, oil, and other strategic resources; (c) an efficient business-industrial financial organization; and (d) significant interest in international affairs.

11. World *interdependence implies a necessity for cooperation by the various national states in the interests of all.* Since no nation can unilaterally set its own terms for foreign contacts, international relations today must aim at the accomodation of conflicting goals and interests. Securing a mutually agreeable consensus among independent states is the task of diplomacy.

12. *Rapid communication and transportation have vastly increased the speed of international contact.* This fact, combined with present-day insistence on comprehensive news coverage, has changed the conditions and techniques of international diplomacy. Opinions of statesmen, actions of nations, and behavior of the military are frequently reported around the world within minutes or, at most, hours after the event. As even diplomatic interchanges are often flashed to all of the world almost immediately, statesmen can no longer count on time for reflection as they attempt to reconcile differences between nations.

13. *The task of the diplomat has been further complicated by the growing influence of public opinion on international politics.* The increased desire for democratic control of foreign policy has led to a growing reliance on open and public diplomacy as opposed to discussion and barter behind closed doors, This in turn has lessened the freedom of action of the diplomat and cut down his ability to compromise. The net result has been a greater difficulty in achieving a successful consensus along with an increasing tendency to use diplomatic interchanges as a means of propaganda rather than as a serious forum for negotiation.

14. The United Nations stands as the leading example of the current interdependence in world politics, as well as of the promise of greater international political interdependence. *The United Nations* possesses no sovereignty and is often the arena for bitter rivalry among nations, but it *serves as a meeting place for international contact as well as a forum for the expression of world public opinion.* The United Nations has an impressive record of accomplishment in limiting the effects of international political controversy but the achievements of its specialized agencies overshadow even these accomplishments, for here the peoples of the world have worked together to improve conditions of living in health, food supply, communications, and many other areas.

HISTORICAL:

15. Recorded history tells the story of men finding ways to live together in ever-larger groups inhabiting ever larger areas. *As social and economic groups grew in size and specialization, a division of labor and a sharing of responsibility for the public work done by all for all developed.*

16. *The period of the great discoveries and explorations* of the 15th and 16th centuries increased man's horizon and *laid the basis for the idea of world interdependence.*

17. Until recent times, most of the people of the world felt little direct effect of events outside their own community. In Western Europe during feudal times, for example, each manor was a self-sufficient unit for the most part and people had few contacts outside their little community. During the long colonial period of Spanish America, most people lived in villages or in haciendas with little contact beyond their local community. When the first settlers came to America, each little group lived almost entirely to itself and from the efforts of its members. As the pioneers moved west into the United States, each family or each frontier settlement had to live largely from its own efforts. This is in sharp contrast to today's situation in which *most people in industrialized areas of the earth are directly affected by national and world events.*

18. The industrial revolution, the development of modern transportation and communication, and the growth of industry in the 19th century provided the implements for expanding local, regional and national economies so that *some economic enterprises now operate on a world-wide basis.*

19. During the modern period, the consolidation of a number of small countries into larger national states and the growth of large colonial empires were examples of the recognition of interdependence within increasingly large units.

20. America was discovered during the period of global exploration. In the course of these explorations and the advances in astronomy that accompanied them, knowledge of the world as a planet where many communities of men lived grew in the minds of many people.

21. *The economic development of the Americas from the start was tied to that of Europe.* Colonial America supplied the imperial powers of Europe with precious metals and raw materials, and received manufactured goods in return.

22. *The economic development of the United States has been affected by development in Europe from the early national period.* For example, European capital was invested in American enterprises,

and the cotton economy of the southern states depended in part on the European market.

23. The development of railways and the growth in size of ocean vessels in the second half of the 19th century brought the new grain-producing areas of the West into the European market. The domestic prices of American cotton meat, and wheat were determined by the market price in Liverpool, England.

24. *The people of the United States brought the English language, their religions, and social and cultural conventions from Europe.* Scholars returned to Europe to study and a steady stream of new immigrants and a flow of ideas from Europe to America kept the culture of America in touch with that of Europe.

25. The steady stream of immigrants from Europe in the period 1840-1914 illustrated the dependence of unemployed Europeans on the United States for new jobs and the dependence of the developing American economy on Europe for a supply of labor.

26. *Until about 1870, the United States was an immature debtor country with more imports than exports.* The balance was covered by money moving from Europe to America as investment or speculation. From approximately 1870 to 1914, our status was that of a mature debtor. Exports of commodities exceeded imports but money moved from America to Europe as dividends or interest on those investments. *After 1914, the United States became an immature creditor nation, with more exports than imports,* the balance covered by American money going out as loans, credits, and investments. We could become a creditor nation if we would permit more imports than exports and covered the money deficit by the returns on our outlays abroad.

27. *The history of the United States shows an interesting pattern in international awareness.* From Washington to Jackson, while the new nation stabilized its relations, every President had diplomatic experience. There followed almost a century when the American people were preoccupied with the political and economic conquest of a continental domain. This preoccupation, plus the fact that the United States had not entered into the great alliances of the 19th and early 20th century, built up an illusion of isolation which the economic, social, and cultural facts did not support. Participation in two global wars, the Korean War, the effects of a world-wide depression in the 1930's and the position of the United States in world affairs today have educated American citizens to at least a degree of awareness of the nature of world interdependence. They have learned, to some extent, to accept for the United States a role of leadership in world affairs.

SOCIO-CULTURAL:

28. *Modern transportation and communication have made it possible for all peoples on the planet to be neighbors.* If an earthquake in Japan or a flood in the southwestern part of the United States injures people and ruins their homes, the news is spread by modern methods of communication and people in far-away places can send help at once--and usually do. When the British Queen is crowned, the President of the United States is inaugurated, or an election is held in Italy, people all over the world can follow the event by radio and/or television.

29. *While there are many important differences among the peoples of the world, there are also important similarities;* the similarities are not always those of common nationality, but may be similarities induced by a common occupation, ideology, or other factor.

30. *When modern transportation and communication reach a formerly isolated people, the way of living changes rapidly.* For example, within one man's lifetime the people of Turkey have changed many phases of their way of living. Some of the changes include: free public schools for girls as well as boys; irrigation systems to increase crops; modern systems of roads, railroads, and airfields; more opportunities for women to live independent lives; and more trade with the rest of the world. While these changes may have occurred rapidly, they may well have brought pain and even tragedy to the generation experiencing them.

31. *Interdependence of peoples causes them to share disadvantages* (as the spread of disease) *as well as advantages* (benefits of trade, exchange of information). An influenza epidemic in India may spread quickly to America and Europe, as travelers and cargoes of goods go to other parts of the world. Just as surely, the effects of ignorance and prejudice in a local or national community become a national or an international problem. Political disorder on the other side of the world becomes an American problem. *The peoples of the world must learn to cooperate to make the most of the advantages of interdependence and to avoid or control the disadvantages that may accompany it.* Americans must learn to work with other peoples who may have different ideas and customs in order to do this.

32. *Since cultures consist of learned ways of doing things, they can be modified by research and education.* A world-wide utilization of scientific knowledge and technology is at work building common elements into all cultures.

33. There is a growing awareness that *technical assistance to underdeveloped areas is not enough.* The people of these areas also need help in problems of government, business organization, and administration, finding markets for their surplus products, and

in many other problems which are political, social, and economic rather than purely scientific and technical. And unless a people wants help it is impossible to force it on them.

34. *One of the major threats to peaceful interdependence is ideological universalism, the idea that the beliefs of one group ought to be fastened upon the whole world.* Americans think that democracy and private enterprise should be globally accepted; Russia seeks to enforce communism and totalitarianism on everyone.

35. *Sectionalism applied to ideologies has been a cause for divisiveness,* and its fruits still plague us. Western culture has paraded itself in Asia and Africa as superior to indigeneous civilizations. Colonialism as practiced by the British, French, and Dutch has antagonized their subject peoples who, now independent, bend their best efforts toward neutralism in the conflict between communism and the Western world.

36. *One of the major temptations which today's United States must resist is that of urging other peoples to do things our way and to accept all of our values.* The rest of the world resents this attitude. The United States must develop attitudes toward other peoples and ways of working with them that are based on recognition of and respect for cultural differences, and on a willingness to work out, together, answers to existing problems.

SOCIAL GOAL IV

THE UNDERSTANDING OF THE MAJOR WORLD CULTURES AND CULTURE AREAS

Western culture developed historically in relative isolation from that of other parts of the world. In an area centering around the Mediterranean Sea, men developed institutions, morals, and values which became the elements of a civilization which is homogeneous in spite of rival nationalities, differing languages, and competing economies. This Western culture migrated to the American continents with the white man and found in the breadth of the Atlantic Ocean a new basis for isolation. The 20th century, however, has seen this isolation destroyed. The technology of transportation and communication has brought non-Western cultures into immediate juxtaposition with Western civilization and the two worlds face the urgent needs to understand each other.

In the twenty years following the end of World War II, the number of free and independent nations has more than doubled. These new nations, in the main in Asia and Africa, were once colonial possessions of European empires and their nationalism is sharp and obvious. Proud of their independence, they tend to emphasize their distinctiveness, their equality, and their differences.

If this shrinking world is to grow in peacefulness, we must make formidable efforts to know these peoples and their cultures.

Following are illustrative concepts generalizations, and content to be used in the development of Social Goal IV--

HISTORICAL:

1. When European nations, bent on empire-building, overran and conquered much of Asia, they destroyed the independence of peoples who had had a long history of cultural attainment. With the return of independence to these people, the continuity of their culture has been emphasized.

2. *The slave trade* which brought the Negro to America in the 17th and 18th centuries *destroyed indigenous cultures in Africa* which compared favorably with their contemporary counterparts in Europe. Warfare, the purpose of which was the capture of neighbors to be sold to slave-traders, destroyed villages and towns, decimated the population of areas, and pushed the survivors back into primitive cultures.

3. In the Cold War between the United States and the USSR, each side cultivated the newly independent nations, seeking their friendship and support in the economic and propagandistic rivalry between East and West.

4. Each of the *great cultures developed* its *distinctive elements to meet challenges* posed to it during its history. There is a reason for each part of the culture--the values, the mores, and folkways of each civilization.

POLITICAL:

5. *The assembly of the United Nations has been a frequently used arena for the competition of the USA and the USSR,* in seeking the support of Asian and African nations.

6. *In the theory of international relations, each nation is sovereign and the equal of every other nation.* By this theory, each member nation of the United Nations has one vote in the Assembly. New nations without experience in world affairs might pass motions committing the older, larger, or wealthier nations to ruinous actions if they take concerted action along geographical or racial lines.

7. Under the guidance of Nehru, India took a consistent position of neutralism in international relations and persuaded a number of Asian and African nations to follow her leadership. *This neutral bloc exercised a "balance of power"* influence in the United Nations and in world affairs.

ECONOMIC:

8. *Technological developments in communications have accentuated the distinctions between* the rich and poor, *the have and the have-nots.* The latter now learn of the wealth of Western nations through radio, movies, and television; they actively resent their poverty and are envious of the wealthier peoples.

9. *The United States has undertaken to help the less wealthy nations raise their standards of living.* We have appropriated large sums of money to be spent as foreign aid; most of this money has been used to purchase American goods and machinery which were then sent to the nation needing aid. Thus while helping other people, we have supported American production.

10. Great numbers of American tourists travel abroad each year and *"tourism" is an increasingly important contribution to the national incomes of many nations.* Our tourists travel not only to Europe but are now finding their way to Asia and Africa. While most of our tourist travel is in our summer, there is a growing vacationing in the tropics and the Southern Hemisphere during our winter.

SOCIO-CULTURAL:

11. *The American Point Four program has aimed at improving standards of living in under-industralized countries* by sending American technicians and specialists to teach other people our "know-how".

12. *The Peace Corps has aimed to let other peoples learn about Americans and American Ways* by sending American young people to live, teach, and work with other people.

13. *Tourism is becoming a two-way street.* An increasing number of Europeans, Asians, Africans, and Latin Americans are coming as tourists to the United States.

14. In our Eastern cities, along our highways, and at our scenic attractions, more and more people are to be seen dressed differently from Americans, speaking with foreign accents, and trying our distinctive foods with gingerly adventure. *Americans have been too apt to regard these folk with an air of superiority which is really based on provincial ignorance.*

15. *Cultural diversity is satisfying to the people of a culture and may be stimulating for their world neighbors.* Difference in costume, however, may add to comfort and health as well as being esthetically more pleasing than a uniform world garb. Many people may be well-nourished with a variety of different foods prepared in a wide variety of ways. However, there is no need to accept and defend customs which are harmful and distasteful to people in order to maintain diversity. Sanitation, a proper diet, insect control, antiseptic surgery, and internal medicines have more to offer than the tribal medicine man can supply.

16. *Social evolution among the world's peoples has moved in different directions and at varying rates.* Social organization ranges from a fluid class system in some of the smaller European countries to the caste systems in Asia. Slavery as an institution still exists in some countries and forced labor accompanies totalitarianism. The individual's personal and social rights are respected in some societies, are controversial in some, and are disregarded elsewhere. There is a growing knowledge and understanding in the variations in social organization from one nation to another, and of the resulting effects on the international relations of sovereign states.

17. *As new nations have attained independence, each tends to stress the distinctiveness of its culture.* For example, the Irish have made Gaelic their official language, even though they use English for most of their economic, social, and political activities.

18. Some systematic pattern for the study of cultures and culture areas would be essential in formal education and desirable for informal study. One sample pattern is here proposed: (1) the physical environment in which the culture has developed; (2) the social institutions of the culture; (3) the economic activities, studied in relation to environment and institutions; (4) the political machinery; (5) the system of values, folkways, mores, ethics, and religion; and (6) the history of change from a previous simpler society to the present complexity.

SOCIAL GOAL V

THE INTELLIGENT USES OF THE NATURAL ENVIRONMENT

The world of nature in which man finds himself and of which he is a part has conditioned where and how men live. In the earliest phases of primitive life, the physical environment was a dominant force in determining economic activities, religious practices and beliefs, social and political institutions. Indeed, the considerable difference in these institutions which may be found throughout the world, historically and today, may be accounted for in part by differences in natural environments. Each great stride in technology of land usage and adaptation to physical environment has caused or permitted changes in basic institutions. That adaptation has ranged from complete conformity to natural mandate to developments such as irrigation, improvements in building, and modification of plants and domesticated animals so that the original mandates have been negated. While man satisfies his basic physical needs in a habitat, the improvement in transportation may alter basically the use of that habitat by encouraging specialization for which the region is especially suited rather than by requiring self-sufficiency within regions. In many other ways, men are constantly studying the natural world and are finding ways to use its forces and resources intelligently.

The physical environment still stands unconquered in many important aspects. Floods, droughts, and major storms are threats to physical and economic security; the scanty depth of soil fertility and the falling water table stands as threats to growing populations. Human ingenuity, however, has so far kept ahead in the race with the exhaustion of basic earth resources by ferreting out new deposits and by inventing substitutes. In today's world, men are looking to the stars not only for poetic inspiration, but as new horizons of the natural world which beckon to today's explorers and pioneers.

Following are illustrative concepts, generalizations, and content to be used in the development of Social Goal V--

GEOGRAPHIC:

1. Through knowledge of astronomy, geology, and geography, modern man understands the general pattern of the universe in which his planet is placed, and some of the theories about the origin of his planet, the earth, and the nature of the earth's surface. Through the science of meteorology he has learned to predict the weather within limits. Similarly ocean currents have been charted, land forms mapped, and other information catalogued which man can use to adapt his life to those natural forces which he cannot control.

2. Man has recorded his knowledge of the earth's surface on maps which aid him as he travels over the land surface. Maps, plus a knowledge of navigation, made it possible for men to visit any point on the earth's surface and return home. Various types of maps have been developed. Each is most useful for a particular purpose or purposes. *Ability to interpret the various types of maps as well as a knowledge of the uses to which each may be put effectively, is necessary for understanding man's natural environment.*

3. *About three-tenths of the earth's surface is land, about seven-tenths is water.* The land surface of the earth is uneven, with plains, river valleys, hills, and mountains. The water surface of the earth includes oceans and seas, lakes and rivers and their tributary streams.

4. *Land is used for many and varied purposes.* Some of it is used for farming, grazing, or the raising of timber. On some of it towns and cities, with their homes, stores and factories are built. In some places minerals are taken from the land. In others, as in the national parks of the United States and Canada, the land is used as a place for recreation and to encourage the growth of wild flowers, plants, and animals. Some land is used for purposes of transportation--roads, air fields, and railroad tracks. Finally, some land cannot be used for anything; in fact about half of the earth's surface is still not habitable by man in spite of his technological advances. The main barriers are lack of water and unfavorable climate.

5. *As man has explored and settled the land surface of the earth, he has used it sometimes wisely and sometimes very unwisely.* Today men are still exploring and charting some parts of the earth's land, such as the polar regions and some of the interior regions of Africa, Asia, and South America. They are also studying land that has long been settled, to learn how best to preserve or restore its fertility, what minerals exist in it, and how to use resources more economically. Men have learned a great deal about how best to use land, and how to utilize land formerly thought worthless. They have learned to test soils and add needed fertilizers, to build land terraces in order to increase the arable acreage, and to develop new crops suitable for particular soils and climates. Improved use of the world's land requires incessant work to control insect pests, plant diseases, and vegetation itself and some of the controls create new problems. In some parts of the earth, as in many hot, wet lands, the labor required to control nature in order to use the land has not been worth the returns.

6. *Without water, man could not live on the earth.* Men use water to subsist and to keep clean. Without water there would be no food--animal or vegetable. Without water the wheels of industry would not turn. Waterways have been used as a means of travel for centuries, and for the transportation of goods of all kinds. Both salt water and fresh water are important sources of food. In many parts of the world, and of the United States, there is danger of water shortage caused by overuse and by pollution.

7. Just as *men* have studied ways of improving their use of land, so they *have discovered many things about better use of the earth's water.* By irrigation, vast areas in the southwestern United States, northern India, Israel, and other Middle Eastern countries have been transformed from desert or semi-desert into producing fields and groves. By river valley developments such as the Tennessee Valley Authority and huge dams such as the Grand Coulee, rivers have been controlled and harnessed for man's use. By building canals, such as the Suez and the Panama, better water routes have been created for travel and transportation of goods. Studies are being made of methods to harness the power of the ocean tides, and to cultivate "crops" of sea food.

8. *Climate affects where and how people live.* Few people live in deserts, either hot or cold, or in rugged mountain areas because the climate is severe, and it is difficult to earn a living. Many people live in regions where the climate is comfortable much of the year, and where it is favorable to farming and other kinds of work. Climate affects the kinds of houses people build and the kinds of clothing they wear. Man cannot change the climate, but he can provide himself with houses, clothing, and the like, so that people can live comfortably in the climate of their region. Through air-conditioning and heating, man has created an immediate environment conducive to health and comfort.

   The climate of a region affects the kinds of crops that can be raised. In desert regions with little or no rainfall, crops cannot grow without irrigation no matter how rich the soil. In a region with plenty of rainfall and where the soil is good, many kinds of crops can be raised. In a region with small amounts of railfall, but enough to grow grass, grains such as wheat are raised. Sheep and cattle are raised in these regions, too. Forests grow in regions, either hot or cold, where there is plenty of rainfall.

9. *Natural forces*, such as earthquakes, storms, or droughts, *are constantly changing the face of the earth.* Some of the changes are cataclysmic, some are evolutionary. Men cannot control these forces, but they can work with nature to reduce the bad effects of such forces. For example, erosion injures or destroys

valuable farm land when floods or dust storms follow rain or wind storms. Correct use and cultivation of grasslands, adequate programs of reforestation, and systematic care of river channels would help to prevent or at least reduce erosion. The stories of Tennessee Valley Authority and of the "dust bowl" in the United States illustrate the need and some possible remedies.

10. *As men learn more about the forces of nature, they are able to protect themselves against such natural dangers as storms and floods.* For example, when weather planes follow hurricanes and broadcast information about the storms, people can prepare for the effects. As men learn more about the causes of erosion, they can take steps, such as reforestation, contour plowing, or the cultivation of the correct crops, to halt it. Through cooperative studies, such as those carried on during the International Geophysical Year, men can vastly increase their knowledge and insight concerning the forces of nature and how best to deal with them.

11. *Man's knowledge of the universe has been increased through the use of recent technological advances.* Space exploration has resulted in enabling man to learn more of other planets, and to understand better the relationships between those planets and earth.

ECONOMIC:

12. *Spatial factors*--physiography and resources--*are among the basic factors which determine where many industries are located.* For example, many people living on the sea coasts earn a living by fishing and related industries. In a region where mineral resources are discovered, many people are engaged in mining and processing the mineral ores. Where the resources of rich soil are combined with favorable climate, farming is an important occupation. Today, however, modern technology--especially transportation--has enabled men to move many resources to far distant places for processing and manufacture.

13. *Improvements in the technology of transportation* are undermining the necessities of national self-sufficiency as the growth of commerce *has lessened man's dependence on the immediate region in which he lives.* Were it not for economic nationalism, trade barriers, and the almost constant threat of international disorder, a real specialization in economic production would be further advanced.

14. *The cost of natural resources*, whether to individual or nation, *tends to increase as diminishing supplies entail greater economic efforts to secure them*, and also as greater amounts must be

spent to manage and conserve them. This affects not only the condition of the domestic economy of a nation, but also relationships with other nations.

15. *Industrialization, increasing population, and mounting world desire for higher standards of living have accelerated the urgency of wise use and management of our natural resources.* At the same time, current experimentation promises to help man in his control of nature, and therefore in his efforts to improve living standards by discovering new sources of power, ways of increasing the food supply, and new ways of utilizing raw material resources. The promise of the latter, however, has not yet replaced the need for the former.

16. The programs of technical assistance that are being carried forward on an international scale are calling attention anew to the problems of water, soil, fertility, erosion by water and wind, climate, and all the natural factors which determine production of food and raising questions of what to do about them.

POLITICAL:

17. *Man's intensified use of natural resources and increased exploitation of them has been accompanied by changes in social, economic, and political institutions.* To illustrate: patterns of family organization and living have altered drastically as a result of urbanization and industrialization that has accompanied the development of natural resources. The corporation has been developed as an institution capable of amassing the capital required for and acquired from concentrated exploitation of earth resources. In the United States, American citizens have established government agencies to study nature and have used the studies to make intelligent adaptations. Specific agencies are: the Public Health Service; Coast and Geodetic Survey; Geological Survey; Weather Bureau, Naval Observatory; and the Agricultural Experimental Stations. Today, air and stream pollution have become serious problems which require governmental attention at local, state, and national levels.

18. *Failure to use natural forces intelligently has had negative consequences throughout history.* Thus once-flourishing cities, located in areas then fertile and arable, are now marked only as ruins in desert areas. Failure to control natural forces contributed to their ruin.

19. *Natural factors have also been important in the rise and fall of empires.* Thus the search for more plentiful resources has led to migrations, raids, and conquests throughout history. To give another example, distance has historically limited governmental power by reducing the ability of the state to maintain law and order on remote frontiers. In a day when

transportation and communication were limited to the speed with which a man and/or beast could travel, the Roman Empire suffered from its very size. The federal principle of government has been devised to reduce the handicap of distance by dividing political power between local and national governmental units. It has remained for modern communication and transportation to decrease the importance of distance as a major factor in government.

20. In an increasingly interdependent society, *people demand from the government some measure of protection and help when the forces of nature bring disaster to man.* Thus the Federal government of the United States is called upon for preventive measures and/or relief when flood, drought, or other natural disasters occur.

HISTORICAL:

21. *Primitive man increased his power over nature by inventing* the lever and stone tools, discovering how to use fire, designing clothing, and domesticating plants and animals.

22. *The invention of irrigation was the basis for the civilizations* which grew up in the great river valleys around the eastern Mediterranean.

23. *Great civilizations developed in regions which were geographically favored* in fertile river valleys and in regions with adequate rain, temperate climates, and streams which provided a system of transportation.

24. *During the great period of exploration and discovery* in the 15th and 16th centuries, *men learned about the total surface of the planet* on which they lived and prepared maps which made it possible for them to use the total surface as an area for travel. For example, the American continents were discovered and colonized after man had mastered the arts of boat building, navigation, and map making to the point where he could maintain regular travel between Europe and the Americas.

25. The great discoveries of the astronomers in the 16th and 17th centuries provided a foundation upon which modern man has built his present views of the universe.

26. Mercantilist economies desired colonies which would produce raw materials. This led to the first wave of empire building. *The industrial revolution,* which broadened and intensified the demands for raw materials from all regions of the earth, further *encouraged efforts at empire building.*

27. *The geography of an area has helped to mold a people's orientation toward empire.* The Greeks, the British, the Japanese have built maritime empires; the Persians, Romans and the Russians have sought to dominate great land masses.

28. In the process of exploration and colonization during the modern period, *knowledge has been gained about the races of mankind and their problems of adjusting to many natural differences* of climate, rainfall, resources, etc., in many areas of the world.

29. *Natural resources heavily influenced the development of each region* of the Western hemisphere during the colonial period. Spanish colonists were interested in mining and land, French colonists in the fur trade, English colonists in agriculture, although these were not exclusive concerns.

30. *The pattern of settlement of lands* now included in the United States *illustrates the effects of natural forces on man's life.* Dependence on water transportation held the colonial farmers close to the navigable rivers of the Atlantic seaboard. The Westward movement which settled a continental domain contended with mountains and other barriers. It utilized navigable streams, it divided a continent into parcels of land which were easily located from maps, and it developed roads and canals. Eventually, technology came to its aid in the form of railroads and telegraphs to complete the task of maintaining a single economy under a single government on a continental scale.

31. Many episodes from American history offer proof that *man's adaptation to life on a relatively unsettled continent was not easy.* The large number of deaths which occurred in the first years of the early settlements, the knowledge of woodcraft which the frontiersman had to develop in order to survive, are examples of acclimatization and adaptation by the use of intelligence.

32. The transition from woodsman to farmer which took place on the advancing frontier brought changes in the environment, especially the destruction of the forest and the destruction of the wild animals which depended on forest and prairie for food. The later *transition from an agricultural to an industrial economy brought* still other *changes in the environment and in resource use* as modern industrial processes demanded a wide range of mineral and raw material resources and urbanization transformed the landscape.

33. *The conservation movement* which began early in the 20th century *was a reaction against the wasteful exploitation of natural resources.* Its viewpoint was to encourage citizens to view their country as a garden to be cultivated for long-term use and beauty rather than a land to be exploited for short-term gains. *The wise use of natural resources is still one of our main areas of public concern.*

34. *The growth of science has increased man's knowledge of natural forces and natural phenomena.* Modern chemistry, for example, has opened new ways for increasing the fertility of the soil, for weed and insect control, and has developed improved seeds and farm animals. On the basis of such new knowledge man has increased his control over nature or made more intelligent adaptation to the forces he cannot control.

SOCIAL GOAL VI

THE VITALIZATION OF OUR DEMOCRACY THROUGH AN INTELLIGENT USE OF OUR PUBLIC EDUCATIONAL FACILITIES

If we would preserve and use our major freedoms, each person must recognize the cause-and-effect connection between his freedoms and the social responsibilities which they entail. In an earlier American society, both responsibilities and freedoms were easier discerned, and participation in social affairs came more naturally for the young. In our present more complex society, where social, political, and economic relationships are more impersonal, society's dependence upon formal education has become greater and its assignment to the public schools has also become more complex.

The role of education in training for vocations, or of providing the knowledge and skills which vocations require, is generally accepted and relatively easy to implement. The task of education to make persons more intelligent and skillful in taking their places in society, and in improving that society, is less generally accepted or understood. Democracy demands a higher level of self-discipline and social morality than does an authoritarian government; a responsible social role is harder to perceive and fulfill in a complex urban society than in the simpler groups of the past century. Modern production, distribution, research, and utilization of services are largely group rather than individual functions; today's politics are impersonal, social groups are large, and it is difficult for the individual to find his place in them. The American public school system is unique in providing our society with a major instrument for bringing together all of its people in an attempt to teach individual members how to carry out satisfactorily their responsibilities.

With a rising birth rate and a rapidly increasing population, with an expanding curriculum in the schools as our society wants more subject fields taught, and as modern education learns to use more specialized facilities in the better accomplishment of its assignments, public education grows more expensive. One of our serious lags has been a failure to find appropriate ways of financing these added costs. School taxes still fall predominantly on real property, and wide variations in educational services exist between rich and poor communities and between sections of the nation. Discrimination still curtails the quantity and quality of education of segments of the population. We need to recognize that ignorance and other effects of inadequate education in any part of the country can threaten the whole nation as surely as an infectious disease.

Following are illustrative concepts, generalizations, and content to be used in the development of Social Goal VI--

HISTORICAL:

1. *Education is a process by which the young are inducted into the society.* It has the double purpose of transmitting the cultural heritage and preparing the individual for his civic, economic, and social responsibilities in society. In primitive societies and those with simple organization, education was primarily a function of the family and was achieved by the child's imitation of or participation in adult activities.

2. *Training the young in moral and spiritual values has historically been a function of organized religion* working through churches and of the family as the unit of instruction.

3. For that learning which went beyond social induction and morality, throughout history the wealthy have depended upon tutors, or in some societies such as the Greek and Roman, upon private schools or academies.

4. Through the medieval period in Western Europe and well into modern times, the church was the chief agency for education. *Church-sponsored and operated schools* still *constitute a major part of the educational systems of many countries.*

5. The early settlers in English America established schools for religious purposes, and this motive dominated education in the English colonies through most of the colonial period.

6. In the New England colony of Massachusetts, the responsibility of the community for education of the young was recognized in the laws passed during the first decade of settlement. The first step in establishing the American tradition of public responsibility for education was thus taken.

7. *The need for an educated citizenry,* if the United States were to survive, *was recognized by* Jefferson and other like-minded *leaders of the early national period.* The achievement of universal white manhood suffrage during the Jacksonian period made elementary schooling for the masses a civic necessity. The increasing need for literacy for vocational success during the 19th century gave added impetus to the movement for tax-supported public schools. Socially minded members of the upper classes joined forces with leaders of humanitarian reform groups and spokesmen for the early and as yet unorganized labor movement to provide common-school education as a means of providing economic opportunity to children of the masses as well as of preparing them for citizenship. During the first half of the 19th century, the battle for tax-supported elementary schools was fought and won in most states north of the Mason-Dixon line.

8. *Religious divisions among the American people,* which led to bitter struggles over the allotment of public funds to sectarian schools, *combined with the constitutional provison for seperation of church and state to bring the establishment of tax-supported public schools on a secular basis,* under control of state and local officials.

9. As the 19th century moved along, increased *recognition in the United States of the importance of schooling for occupational success brought the rise of the private academy and* after 1876, *of the tax-supported public high school.* The past century has seen a steady increase in the years of schooling completed.

10. *The development of elementary education for the masses in the United States was paralleled* or soon followed *in most western European countries.* It is significant, however, that a single-track system of tax-supported public schools dominated the educational scene in the United States in contrast to a double-track system of mass and class education in most Western European countries.

11. Twentieth-century education in the United States has seen a change from regimented classrooms to an informal atmosphere, and at the secondary level, from a narrow, college-preparatory curriculum to a program of great variety.

12. *The steady trend toward a higher level of formal schooling, a higher level of literacy, and the increased popularization of knowledge has affected higher education as well as that at the elementary and secondary levels.* An increasing number of public school systems include two years of advanced secondary or junior college work, beyond the senior high school. Publicly supported colleges and universities, as well as private collegiate institutions, enroll an increasing percentage of college-age youth.

ECONOMIC:

13. One of the major social purposes which schools serve is that of technical and vocational training. Basically, vocational education seeks the three R's for all at a level of skill which is socially acceptable. In recent years, the importance of teaching sound work habits and human relation skills for occupational success is increasingly recognized. Beyond this, *the modern schools are expected to train in basic abilities required by specific occupations and in a general understanding of the functioning of the economy.*

14. Spending wisely, as well as earning at a maximum level, is a part of economic efficiency in modern, industrialized society. *Teaching the skills and habits of efficient consumership has been recognized as a responsibility of the public schools* for more than a generation.

15. In 20th century America, industrialization and technological advance have gone hand-in-hand with rising levels of educational achievement in general population. With the rapid decrease in the number of jobs for unskilled labor and the trend toward up-grading of requirements for semi-skilled and skilled workers, the individual faces increasing pressure to obtain a high school education as a minimum requirement for employment. By the same token *the economic well-being of our society depends on the competence of its people.*

16. Many public school systems have, within the past generation, inaugurated adult education programs that provide training for occupational advancement or have expanded existing citizenship programs to include such training opportunities.

17. *If human intelligence is to be applied to the solution of complex economic problems, we need to emphasize economic education and economic understanding.*

18. *The increased use of automation* in many phases of industry *makes it necessary for workers to be adaptable and capable of retraining* for new and varied kinds of work.

19. Public schools have long been supported by taxes on real estate. Although most states have "equalized" school revenues so that poorer school districts receive financial aid from the more wealthy and some states have allocated the revenue from specific taxes to education, landed property still carries the major load of school support. There have always been protests from property owners; their complaints seem to be increasing. Students of educational finance hold that other, more dynamic sources of taxation should be utilized. *A contemporary problem,* then, *is the adequate and equitable financing of public education.*

20. The financing of higher education has not coincided exactly with the pattern of elementary and secondary. Private endowments have played a larger part and recently financial aid for a variety of collegiate programs has come from private industry, from the Federal government, and from philanthropic foundations. The history of state-supported higher education goes back to the 17th century; a more recent and rapid development is the municipal and community college.

POLITICAL:

21. Since democracy requires an intelligent citizenry, *one of the major purposes of education is to furnish training in citizenship.* Three major aspects of this assignment are: (1) Instruction in the knowledges and understandings concerning our government and our society; (2) development of the skills of effective social participation; and (3) training for dealing with social problems as they will arise in the future.

22. *Modern schools help young people develop civic competence by providing opportunities for them to engage in civic activities in the school and local community.* Student government organizations, school service clubs, and service projects carried out by social studies classes are found in many schools. Community service activities carried on as part of school programs have included get-out-the-vote campaigns at election time, traffic surveys, housing surveys, volunteer service in the public library, and volunteer service to social agencies or such public welfare campaigns as those for TB chest X-ray or community clean-up drives.

23. *Study about important controversial, social, economic, and political issues is recognized as an important aspect of civic education today.* The purpose is two-fold: to help young people gain an understanding of current issues and a background of information about them, and to teach them how to apply critical thinking processes in their consideration of social problems.

24. Today *the study of current affairs is generally accepted as a basic part of civic education.*

25. The Tenth Amendment to the Constitution which provided that all powers not expressly given to the federal government or forbidden to the states are reserved to the states, insures that the *control of public education is a state function.* Almost universally the state has delegated to local boards of education responsibility for actual operation of the schools, but has retained power to enunciate basic policies and principles for the educational system and the responsibility for setting and enforcing minimum standards.

26. Under the American tradition of local operation of public schools through boards of education, *each school district can and does determine to a great extent the nature, quality, and direction of its educational system.* The establishment of policies and the determining of purposes, within the framework set up by state educational authorities, in the proper function of the local board of education. The superintendent of schools and his teaching staff should have freedom of action to implement, in the light of professional knowledge, the decisions made by the board of education. Unfortunately the proper division of function is not always understood; when friction arises between school staff and community, it is usually over the "how to do it," which is the proper responsibility of the staff, rather than over the "what should be done." which is the responsibility of the lay community.

27. The functions of federal educational authorities in relation to public education are mainly information-gathering, information-dispensing, and advisory. *The federal government has no direct responsibility for supervision or control of the public schools.*

28. *It is imperative that the schools be adequately financed if they are to perform effectively.* Under the present patterns of taxation in the United States, the finances of local and state governments are severely strained by the rising costs of education. Either states or localities will have to resort to a greater reliance on broad-based income or sales taxes to finance education, or increased federal aid for schools will be a necessity.

SOCIO-CULTURAL:

29. In addition to vocational education and civic training, a basic purpose of education is to develop informed citizens, capable of creating a society which will have an important place in it for each individual. This requires an increasing level of maturity in aesthetic appreciation. *The responsibility of the public schools for social and cultural development of the individual has been increasingly recognized* during the 20th century.

30. One agreement in American society which is nearly universal is that we want good public schools. There is controversy as to how much they should cost, how they are to be paid for, and the specific programs they should offer; but we have a nation-wide admiration, which transcends criticism, for education.

31. *There is a growing consensus that the schools should assume a primary responsibility for basic functions of education which were once almost entirely performed by family and church.* These include moral and spiritual education, character education, education for home and family living, and other aspects of personal and social adjustments.

32. There is a tendency for our public schools to grow bigger and bigger. One reason is that Americans admire bigness and assume that the big unit is better than the small one. Another reason is that the improvement in roads has permitted consolidation of the one-room "little red schoolhouse" into a variety of programs to meet the needs of a variety of boys and girls. On the other side of the ledger, the large school is more impersonal and bureaucratic than was Mark Hopkins on a log. *One of the challenges for modern schools*, especially in urban areas, *is to regain a personalization of school experiences without losing the advantages of the larger unit.*

33. One major current controversy in the public administration of education involves segregation of Negroes vs. their integration into public schools. Under an earlier Supreme Court ruling, separate though equal facilities could be maintained. The separate schools provided wherever segregation was maintained were not always--not even usually--equal to the schools for white children. Recent Supreme Court decisions have created great problems and much controversy throughout the nation.

34. Regional studies made in the United States show that inferior public schools go hand-in-hand with low income, low standard of living, a generally low level of culture, and a citizenry less well informed than average about public affairs. The high rate of population movement from one part of the country to another make *poor schools in any region a concern of all the nation.*

35. *The migration of people* from areas where education was not considered important to areas where formal education is necessary for employment and occupational training *has presented increased problems to metropolitan areas.*

SOCIAL GOAL VII

The Intelligent Acceptance, by Individuals and Groups, of Responsibility for Achieving Democratic Social Action

If, as Social Goal III asserts, the individual is the central valve of Western democracy, and his rights and their defense are the basic justification of government, certain central responsibilities devolve upon him. The individualism of the 18th and 19th centuries insisted that the welfare of the individual was his own direct responsibility, hence, failure was due to lack of ability or effort. The 20th century has become aware of a social responsibility to provide equality of opportunity--hence universal education--and to accept some of the blame for failure--as governmental relief agencies attest. But the 20th century, at its "mid-stride", has not absolved the individual from his concern for his own destiny. He is still the master of his own fate. Indeed, his responsibility has broadened, for we have begun to make explicit his concern for the general welfare. More, perhaps, than before, man is becoming his brother's keeper; the competent citizen has an active and positive desire to contribute to the common good. A greater national and global population has complicated this assignment, and there are several levels of government in which intelligent participation is required of the citizen, but greater skills are required for him to relate to the several groups of which he is a part and the effectiveness of his social participation is increasing. Not only is this true for persons, but groups are becoming more alert to their social responsibilities. Political parties, corporations, trade unions, trade associations--all furnish examples of such group acceptances.

As with other goals, our grasp has not always equaled our reach. Individualism is too often merely acquisitive and selfish. Conserving and planning for the future are set aside for self-gratification and aggrandizement in the present. People who fail rationalize their lack of success and blame everything but themselves. Institutions provide an anonymity for their members so that both the individuals and the group can evade the demands of social conscience. The general welfare becomes formalized and the provision of it institutionalized, and as society undertakes to see that no one starves, the defeated pauperize themselves and accept a parasitic existence. While men's sense of realism leads them to expect a measure of success for themselves and for the majority of their fellowmen.

Following are illustrative concepts, generalizations, and content to be used in the development of Social Goal VII--

HISTORICAL:

1. *One of the oldest attributes of man as a social animal is the concern of the group for the safety and welfare of the individual.* The socio-economic organization of the medieval manor is an apt illustration of collectivism seeking security for the group through a sharing of resources.

2. *Frontier life in America saw* perhaps the greatest emphasis in history upon individual self-reliance. While much of the work of the scattered communities was done cooperatively, such as in husking bees, house-building, and log-rolling, frontier values demanded that each man be self-reliant. *Social Status depended upon individual ability and skills,* such as axemanship and skill with a rifle, in the activities which were important to the life of the community. In the frontier code, the individual who failed was judged harshly.

3. *The frontier society developed many contradictory qualities which have persisted in American life.* The frontiersman was essentially lawless, disobeying the laws of which he did not approve, but he thought that the cure for any social ill was to pass a law. He was individualistic and at the same time cooperative. He was hospitable and nativistic. He was crude, cruel, and vulgar but he had a great respect for decent women.

4. Throughout the 19th century the United States was the scene of many reform movements in which socially conscious individuals worked through private organizations to solve problems such as slavery, poverty, drunkenness, care of the physically and mentally handicapped, and so on. Many social and charitable agencies that still function were founded during this century, when *many individuals believed that private action through humanitarian organizations was the best channel for remedying social ills.*

5. *Government has become the institution upon which modern society has come to depend most heavily for achieving group action.* The general welfare was at one time the major concern of the local community; now the central government has accepted many responsibilities stemming from that concept. This expansion of the responsibility of the central government has been developing steadily for over a century. It has gone hand-in-hand with the development of modern transportation and communication, industrialization, and the increase in size of units of production and distribution. In short, "big government", along with "big business", and "big labor" has resulted from basic technological developments and their accompanying social and economic consequences.

6. An important problem of value--whether or not the central government should become the agency for social action to relieve economic distress--was decided by Americans in the 1930's. One point of view, maintained by President Hoover, was that the federal government did not possess the right or power to furnish relief to the homeless and hungry. The responsibility, he thought, was that of local government or private agencies. The position of Franklin Roosevelt, developed through the New Deal, was that society could not permit any person to suffer from lack of food, shelter or clothing and if the problem could not be

handled at the local level, the central government should accept the responsibility. By 1936 the value-problem was resolved by acceptance of the New Deal thesis, since the campaign issue of that year and of succeeding election years has been concerned with not "whether" but "how".

SOCIO-CULTURAL:

7. The high degree of *Interdependence that exists in the modern world increased the urgent need for individuals and groups to assume responsibility for the general welfare as well as for their own immediate good.* The individual's enlightened self-interest as well as his social conscience must demand that he accept this responsibility.

8. As populations have increased and become more urban, social relations have become more impersonal. *Man's concern for mankind has become institutionalized.* We give, not to a needy individual, but to an agency which undertakes rehabilitation.

9. With an increasing number of social agencies seeking contributions of money and time, *the person with a social conscience must spend time and study in deciding how his contributions can most wisely be used.*

10. *Modern conditions place new premiums on social action through groups.* The individual therefore needs, more than ever, to become competent in the skills required for working cooperatively and effectively with others.

11. *Americans pride themselves upon their generosity and willingness to respond to appeals for aid.* Our record of giving is an admirable one but on occasion it is the giving of charity, not a sharing. When the giver develops a sense of superiority and the receiver is made to feel subordinate, little good is achieved and the chances of true rehabilitation of the receiver are lessened.

POLITICAL:

12. The equality of man--equal in opportunity and rights, and before the law--is a long-standing American ideal, stemming from John Locke and expressed in our Declaration of Independence. *Rights and privileges,* however, *carry with them responsibilities if they are to be maintained.* Man's equality therefore means an equal acceptance of responsibility for the general welfare. The antonym and enemy of "general welfare" is "selfishness". Yet Western democracy requires the individual to plan his own career, make his own living, take the risks of enterprise and reap the rewards of ability. The two sets of values, however, are not

mutually exclusive. The general welfare, intelligently pursued, creates the environment in which the individual can best live and perform. "An enlightened self-interest" would recognize the need to contribute to the social good.

13. *It is essential to the maintenance of a democratic society that the individual citizen as well as the public official recognize the importance of acting in the public interest as opposed to the immediate selfish interest.* Thus responsible citizens should familiarize themselves with social controversies and possible alternative solutions, recommend solutions that will benefit as many people as possible, and work through pressure groups and political parties to secure the adoption of such solutions.

14. The election of public officials is a leading technique to help achieve democratic government. *Representative democracy is particularly important in a large and complex nation, where few social decisions can be made by a direct popular vote on a controversial proposition.* Rather, in most instances, men are selected to occupy positions of authority and to make decisions on pressing social problems. It is the responsibility of the citizen to be cognizant of the more important actions taken by his representatives during their terms of office and to base his vote at the next election, at least in part, on such actions.

ECONOMIC:

15. *As communication and transportation have drawn the world close together, the contrasts in standards of living have become clearer for all to see.* Acceptance of a global responsibility for the general welfare will mean that as the levels of living of presently under-privileged peoples are raised, those societies which at present enjoy high material standards would have to "level-off" and reduce theirs until we reach an economy of abundance.

16. *Taxation can be viewed as a means of buying cooperatively things too expensive for the individual to provide for himself.* Defense, education, and highways are illustrations of tax-provided social requirements. Society, and the individual in it, have a responsibility to see that the goods and services which are socially provided are those which are socially desired, and that governmental functioning is efficient and economical.

17. *Increasingly intense exploitation of natural resources has developed along with industrialization.* As one region after another becomes depleted, the general welfare more and more demands long-range planning to conserve and, if possible, to find replacements for scarce resources. In many instances private enterprise has accepted its social responsibility. In others, private gain has taken the well-being of future generations.

18. *The modern American corporation often operates upon so big a scale that its organization is bureaucratized.* The members of each of its divisions form a team and must learn to cooperate with each other. Trade associations and industry-wide conventions bring men from different companies but of the same specializations together in social and business relationships so that they too tend to work together. The tendency, then, is to play down the cut-throat competition of an earlier generation and to stress ethical standards of competition together with some degree of teamwork and cooperativeness within an industry.

19. *The modern American corporation often becomes a major force in the economic, political, and socio-cultural life of the geographic area* in which it is located, with consequent responsibility for social action within that community. This responsibility was long ignored or actively rejected, but there seems to be an increasing understanding and acceptance of it on the part of some business leaders.

20. As labor unions have grown in membership and resources, some of their leaders have been able to make their sense of social responsibility felt, as they have placed the general welfare higher than short-term union gains.

SOCIAL GOAL VIII

INCREASING THE EFFECTIVENESS OF THE FAMILY AS A BASIC SOCIAL INSTITUTION

Institutions are social machinery intended to implement ideals or to bridge the gap between a less than satisfactory situation and the desired result. In this sense the family achieves the perpetuation of the species, the building of basic values, the maintenance of the culture, and the induction of the young into it. Western culture has deemed the monogamous family its most effective unit. Originally patriarchal in structure, the Western family has been exposed to many dynamic factors. The growing importance of women in industry has given them the basis of economic independence. The disappearance of the artisan crafts has sharply decreased the number of sons who learned their trade from their fathers, and technology's impact has tended to make chores obsolete in urban homes. As children have lost the economic value they once represented as wage earners in the early industrial revolution, the size of the family has diminished, and the social value of children, of childhood, and youth has changed. Such changes have not all been for the best, and today young people tend to behave like overvalued but displaced persons, since they may no longer learn the skills of participation in primary groups. Medical advances have extended the span of life so that the care of the aged now looms as an ever-larger family responsibility. The family is more than a means of biological reproduction and more than an economic unit of producing or spending; it is the basic means of giving the security of belonging to persons.

The problems of today's families may not be new but they may require new solutions. Housing is one of these persistent problem areas, as the growth of slums keeps up with new building. Broken homes caused by a high divorce rate create new problems in child training and juvenile delinquency, and those problems are accentuated by faulty popular understanding of newer principles of child psychology.

Following are illustrative concepts, generalizations, and content to be used in the development of Social Goal VIII--

HISTORICAL:

1. Even within Western culture, where monogamy is the accepted family pattern, romatic love as the basis of family formation is less general than marriages which are arranged by parents. In American culture, where the individual youth selects his or her mate, *intelligent and thoughtful preparation for marriage through education becomes extremely important.*

2. *In nearly all societies and times, sons have been more desired than daughters.* The economic value of males is not the only pertinent factor. Maintenance of the lineage is a value almost as important to commoner as to royalty. Daughters present the

problem of disposal in suitable marriage, and in many cases the woman must bring a dowry which varies with the prestige of the families concerned. However, in some cultures, usually polygamous, the husband purchases the bride from her father. *As women gain more nearly equal status with males in economic, political, and social aspects of a culture, the difference in attitude toward sons and daughters levels off.*

3. In 1900 in the United States there were 709,000 marriages, or 9.3 per 1,000 population, and 55,751 divorces, a rate of..7 per 1,000 population. In 1950, marriages had increased to 1,667,231, which was 11.1 per 1,000 population, and divorces totaled 385,144, a rate of 2.6. *The increased divorce rate reflected the greater economic independence of women, the increasing secularization of marriage, and changes in the family as an institution.*

4. *The transition in the United States from a handicraft, rural economy to an industrialized, urban society has reduced or eliminated certain functions the family was formerly expected to fulfill and consequently has brought changes in the family as an institution.* It is no longer a unit of economic production. Responsibility for formal education and an increasing number of aspects of social and ethical training has been transferred to the school. Religious training has, to a considerable extent, been left to the religious institutions of the family's choice. Protection of children has become the responsibility of the community and the state, along with the parents. Insurance and social security have been developed to lighten the family's obligation to care for the sick and the aged. The past century has also seen a lessening of parental control over children. In many families there has been a trend toward substitution of companionship and democratic relationships for authority and regimentation by the family head; in others no satisfactory substitute for the older family pattern has been found with resultant disintegration of family relationships and frequently severe disorientation of the children.

SOCIO-CULTURAL:

5. *Increasing urbanization continues to weaken family solidarity,* as it existed in the 19th century United States. The social controls of the neighborhood and of neighbors are lost in the city's impersonality. Family members are parts of diverse informal social groups--parents are apt to know little or nothing about their children's friends. The urban home requires less and less in the way of housework and chores, so that a sense of common undertaking is lessened. Gadgets have created a leisure that is often not too profitably filled. *Deliberate efforts to find common activities and interests* in which all members of the family can truly participate *are necessary to maintain a sense of unity and responsibility within the family group.*

6. *Development of a satisfactory pattern of family organization* in the United States, difficult enough by reason of rapid social and economic change, *is made still more difficult by the hetrogeneity of our population* composed of various religious, ethnic, and other subcultural groups, each with its own traditions about marriage and family life. Conflicts between husband and wife or parent and child often arise because of the different expectations each holds about the proper role of husband, wife, parent, or child. *Adaptability of individual family members--in personality, in adjustment to changing socio-economic conditions, and in development of new skills as needed--seems to be the key to a stable and satisfactory family life* in the 20th century United States.

7. *Women play an increasingly important role in the control and functioning of the modern American family.* The wife and mother not only has an increasing share in economic decisions, but she also controls and disciplines the children. She is the major familial factor in transmitting mores and folkways to the next generation. This is especially true in urban and suburban areas.

8. While certain trends in the development of the American family as an institution, such as the increasing democratization of relationships among family members, can be identified, *many variations exist from one segment of the population to another.* Rural families generally conform more closely to traditional patterns of solidarity, father-authority, etc., than do urban families in which the most radical changes in organization have appeared. Differences in the roles of father, mother, and child are found from one socio-economic group to another, and from one religious or ethnic group to another.

9. *The recognized problems of child-rearing have increased with the expansion of research about personality and child development and the popularization of new* (and frequently conflicting or inadequately explained) *psychological theories in these fields.* The modern parent is frequently bewildered by the diversity of advice he can get in the daily press, in 25 cent books on sale at the drug store, and at the P.T.A. meeting. A high degree of literacy, a true concern for the welfare of the offspring, rational intelligence, and willingness to spend time in winnowing the useful from the transitory in child-rearing theory are essential qualities for successful parenthood today.

10. Vital statistics for the United States show an ever-increasing life expectancy, and therefore a population with an increasing percentage of older people. *The family as an institution in the United States has to adjust itself to care for the aged.* Society is in the process of developing new values concerning social responsibility for the senile, and the tax burdens for social security are increasing as politicians become sensitive to the votes of senior citizens.

ECONOMIC:

11. *The modern family is the unit which purchases consumer goods in our economy.* Increasingly the woman in the family makes the decisions and does the buying, not only of food but of clothing, appliances, automobiles, etc. The economic importance of women is also increased by the fact that they usually outlive their husbands and through inheritance come into control of a growing segment of the nation's wealth.

12. *Technological developments have increased the range of work for which women are employed.* A century ago in the United States school teaching was almost their only field of gainful employment aside from housework. The invention of the typewriter made a place for them in business offices and World Wars I and II created industrial needs which demonstrated their ability to work in factories and at machines. In 1960, out of a labor force of 68,500,000 women numbered 22,500,000.

13. *In pre-industrial cultures, children were inducted into the family's means of gaining a livelihood as soon as they were physically capable.* Boys were trained as hunters or shepherds, and worked in the fields. Both boys and girls learned the artisan handicrafts. With the inception of the factory system in Western Europe and the United States, children quickly become economically valuable and were employed in the textile mills in preference to older persons. Many families could survive only by raising a "crop" of children on whose factory wages the family depended. With the maturing of the industrial revolution, child labor has been regulated and in some instances banned, and the age requirement of compulsory school attendance has been raised. *With a population that is increasingly urban, the economic value of children has disappeared;* they are now economic responsibilities for their parents.

14. *The importance accorded the family in America is underlined by the privileged treatment given families over individuals* in our income tax legislation as well as by the value of an attractive family to a candidate for political office.

POLITICAL:

15. While there have been sharp swings in political alignment of the voters, *one of the basic factors in our political-party system is a general political stability.* It is likely that the family is generally responsible for this stability. There is evidence that in most families the members vote alike.

16. *The woman suffrage fight,* which became a "cause" in the 1830-1840 reform era, did not attain success then. It later *became an*

important part of the progressive reforms and when women's efforts during World War I demanded recognition, the 19th Amendment to the Constitution was ratified in 1920.

17. Since the right to vote was conferred on women in 1920, *women have been elected or appointed to nearly every political office,* the presidency, vice-presidency, and the federal judicial posts being the notable exceptions.

18. During World War II young men were drafted for military service at age 18. A consequent argument was that if a man is old enough at 18 to fight, he is old enough to vote. Georgia was the first state to permit voting at 18 and *the question of when young people should vote has been in controversy* ever since.

SOCIAL GOAL IX

THE EFFECTIVE DEVELOPMENT OF MORAL AND ETHICAL VALUES

Democracy, in the long run, will rise or fall according to the extent that individual citizens live by accepted ethical, moral, and spiritual values. In our interdependent society the individual rights guaranteed in our Constitution become meaningless unless they are exercised in a manner harmonious with the moral and ethical principles that are the foundation of Western democracy. The greater the freedom enjoyed by the individual, the more urgent it is from society's point of view that he hold to these principles. The reverse is equally true: the more fully that all individuals accept and implement these principles, the greater the freedom they may enjoy in society. These principles--such as moral responsibility, devotion to truth, and the brotherhood of man--grown out of the one that is basic to them all: recognition of the dignity and worth of the individual (Social Goal III). Inextricably bound up with these ethical concepts are spiritual values which mankind has ever sought to realize, both as a means of self-development and as an anchor in an uncertain world. Responsibility for helping young people develop moral and spiritual values is shared by the three great institutions of home, church, and school. Working within the context of freedom of religion and separation of church and state, our public schools cannot become involved in theological teachings. However, the school can and must carry its share of responsibility for developing moral and spiritual values. It can focus directly on problems of social ethics. And by teaching about the institution of religion, the school can help young people appreciate the great part that organized religion has played and does play in the growth of an individual's moral and spiritual values.

THE NEED FOR MORE EFFECTIVE DEVELOPMENT OF MORAL AND SPIRITUAL VALUES IS DRAMATICALLY DEMONSTRATED IN MANY OF OUR CURRENT PROBLEMS. These include delinquent acts by juveniles and such things as adult crime, unethical behavior, immorality, and bigoted behavior by adults. The need is tragically demonstrated by the rising tide of mental illness, attributable at least in part to the tensions of our times. By helping young people develop moral and spiritual values, we can help them find security in an insecure, changing world. We cannot give them solutions to problems not yet formulated, but we can help them arrive at moral and spiritual standards against which to evaluate both the problems of the future and the solutions that will be proposed for them.

Following are illustrative concepts, generalizations, and content to be used in the development of Social Goal IX--

HISTORICAL:

1. Mankind in every part of the world, and in every time, has developed ethical standards and spiritual values, often expressing these ideas in religion. The range of religious expression is

tremendous, but from the animistic religions of primitive tribes to the highly refined ethical systems of the major religions, *man's effort has been to define ideals of what is right and wrong, good and evil, ethical and unethical.*

2. *The great religions of the world,* although differing in forms and customs, *uphold many of the same basic moral values.* The principle that one should treat others as one would hope to be treated, for example, is expressed in the sacred writings of the various religions:

   Christianity: "Do unto others as you would have others do unto you."
   Buddhism: "Minister to friends and families by treating them as one treats himself."
   Confucianism: "What you do not like when done to yourself, do not do to others."
   Hinduism: "Let no man do to another what would be repugnant to himself."
   Judaism: "And what thou thyself hatest, do to no man."

3. *As groups of men have developed great cultures, they have moved from simple animism* in which the forces of nature were worshipped as entities *to complex philosophical systems* in which moral and spiritual values were developed in relation to one another and also to the supernatural deity or deities.

4. *America's basic spiritual values have their origins in Judaic-Christian religious thought.* From this matrix has come our concept of a single God imbued with mercy as He metes out final justice. From the same origin has arisen our belief in the indestructible and individual human soul.

5. *The social ethics which serve as ideals for today's America derive to a considerable extent from antecedents in Greece and Rome.* The mutual obligations of citizens and state to each other were spelled out in these classical cultures. The Greeks gave us models for the meaning of such social qualities as justice, temperateness, courage, and tolerance. The Romans set examples of civic responsibility and the establishment of the force of law rather than the law of force.

6. *The Jews of the dispersal and the members of the early Christian congregations in Hellenistic-Roman cities have furnished us lessons in devotion to principle.* Their valorous fortitude in the face of displacement and persecution, and their unswerving maintenance of their faith have given special meaning to the moral and spiritual values they bequethed us.

7. The moral and spiritual values arising from the Judaic-Christian ethic were preserved, elaborated, and disseminated throughout all

segments of the society of Western Europe by the medieval leaders of the Catholic-Christian church.

8. The process of reconciling and unifying the secular socio-civic ethics deriving from the classical cultures and the moral and spiritual values of the Judaic-Christian ethic, achieved to a considerable extent during the later Roman Empire, was carried further by Christian scholars of the early and middle Rennaissance. Dante, Petrarch, Erasmus, and their fellows thus provided a bridge over which the ethical and spiritual thought of earlier days was carried to the modern Western world.

9. *A discernible trend in the historical development of the ethical and spiritual values* of the Western world *has been an increased emphasis on the goal of man's humanity toward his fellowman,* as evidenced by more widely expressed concern about the disapproval of instances of man's inhumanity toward man.

10. *The ethics of modern individualism have strong roots in Western culture as it has been developed in Europe since the Middle Ages.* Our ethics of personal behavior have stemmed from such diverse contributors as Italy's Dante, the Dutch Erasmus, the German Luther, the French Voltaire, and in England the sequence stretches from the men who forced Magna Carta from King John down to the humble crofters and yeomen who dared to set up their own dissenting churches.

11. *Growing urbanization* with its disintegration of community life and its attendant impersonality *requires other social controls from those operating in the smaller, unified communities of yesterday*. In these tightly knit local communities of a simpler day, isolated to a considerable degree from the rest of their society, common values were taught and common standards were enforced through everyday contacts. Today the situation has changed. Even in smaller towns and most rural areas in the United States today, the impact of industrialization and urban ways of living have melted away the effective influence of the local community as an educative force in the area of moral values. No longer do the informal but powerful controls of the integrated community operate. In our urban society the individual, although deprived of the educative experiences with regard to ethical and spiritual values that were concomitant with living in the local community, must carry a heavier responsibility than ever before for deciding what is moral and ethical. To some extent and for some people, organized interest groups are helping to alleviate the impersonality of urban living and may perform the standard-setting and enforcing functions no longer performed by the community. Probably most of our citizens, however, remain untouched by such groups, or have been unable to reconcile the conflicting values that are emphasized by the several groups to which they give allegiance (as the corporation for which a man works, the

church to which he belongs, and the social groups to which he turns for recreation and leisure-time companionship). *Men have lost an important integrating dimension of social living,* with resultant confusion about moral and spiritual values, in the transition to urbanization.

12. *Societal changes have resulted in changes in the structure and functions of the family,* with consequences for the individual's development of moral and spiritual values. When family stability was the rule, and almost all activities of life were centered in the home, the moral standards and spiritual values that prevailed there were inculcated almost automatically and continually reinforced throughout life. The increase in divorce rate, the decline of the family as a unit for economic production and recreational activity, and the relaxation of parental controls over children have brought a kind of family living that is less unified, less definitely structured, and in which moral and spiritual values are less clearly defined and less effectively transmitted than in the more closely integrated family of a century ago.

13. *Churches,* like all other social institutions of the modern day, *have been affected by industrialization and urbanization.* The church, once almost the exclusive arbiter of morals and manners in our culture, must now compete with Hollywood, Madison Avenue, and the country club for the ear, mind, and emotions of the individual--even the loyal church-going individual. In spite of the upsweep of church membership since World War II, there seems little doubt that *the effectiveness of the church as a transmitter of moral and ethical values to the general population has lessened.*

14. *The home, the church, and the school have been society's dependence in transmitting moral and spiritual values to each succeeding generation.* In the mid-20th century, with both the home and the church weakened in the effectiveness of their moral and ethical teaching, the school has been called upon to undertake a greater share of the task. If the schools of today are to assume this added responsibility, new techniques of education will have to be applied to the task.

15. One test of the maturity and degree of integration of a personality is the extent to which the individual has formulated a consciously consistent, elaborated, and socially accepted system of moral and spiritual values and is able to live by it. The task of achieving such a system is probably more difficult for the individual in modern American society than ever before, but it is not impossible. The welfare of society depends on the degree to which the masses of people are able to do so, for today, even more than in earlier, less complex ages, *democracy places the responsibility of ethical and moral decisions ultimately upon the individual.* The cultural heritage makes the admonitions and accomplishments of the past available to the extent that

one has education enough to find and draw upon that reservoir, but only *totalitarianism attempts to impose an ethical uniformity*. By Western standards, these impositions have been low and coarse in quality.

16. *The teaching of moral and spiritual values in the public schools of the United States must proceed on secular basis.* This is true both because of the constitutional separation of church and state, and more basically, because the population of the United States is made up of a great diversity of religious and cultural subgroups whose members could never agree on "a" religion to be taught to all children.

17. *Many other agencies aid in inducting the young into our culture* and thus inculcate moral and spiritual values. Some examples include the Boy Scouts, the Girl Scouts, the Police Athletic League, fraternal organizations, luncheon clubs, and the armed forces.

POLITICAL:

18. *Moral values* are properly important in the conduct of foreign policy as well as in domestic policy, but in international affairs they *frequently conflict with the dictates of immediate national security*. Thus nations engage in power politics to the extent of waging devastating warfare in order to preserve their independence. Most nations also attempt however, to emphasize moral values when possible. Thus the United States has traditionally stood for the self-determination of nations, and has usually acted on this principle whenever its leaders felt such action was consistent with American security.

19. The United States is susceptible to criticism today because we have not solved such a pressing domestic problem as segregation. As long as the problem and others like it exist, *our society is open to criticism on moral grounds*.

20. *Since the American political system insists upon a separation of church and state, our political and social morals have,* fundamentally, *a secular basis*. We permit no established church, nor do we countenance the teaching of any specific creed in the public schools. On the other hand, a church affiliation is an important asset for office-seekers and "In God We Trust" appears on United States coins.

21. The level of ethics in American politics compares favorably with that of most other nations and today's standards are, on the whole, higher than in the past. There is still a gap between ideal and performance, however. Policies are, on occasion, determined in the light of specific interests rather than the national good.

Both political parties have been guilty of attacking vital foreign policies by distortions and misrepresentations. Some candidates for office have successfully used the "big lie" tactics to secure election. Interest groups often seek to attain their selfish programs at the expense of the public welfare. *The level of ethics in political life depends* in the last analysis *on the standards voters will accept and enforce at the polls.* Once again, the responsibility is thrown back ultimately to the individual.

ECONOMIC:

22. *The ethics of the market place have shown demonstrable improvement in the 20th century in certain respects.* Some changes have been self-imposed, such as the almost universal adoption of legible price tags and of established prices instead of prices determined by haggling. Other charges such as those imposed by the Pure Food and Drugs Act and the Securities and Exchange Commission, are enforced by law. The passage of such legislation and its enforcement depends on an informed public which understands the necessity, in our complicated economic system, for governmental regulation to protect both individual and group welfare.

23. *Urban impersonality plus the "soulless" nature of the corporation structure have offered modern business many opportunities to lower economics ethics.* In the 1930's Franklin Roosevelt talked of the "10 percent of chiselers" in many industries whose sharp practices furnished ruthless competition for men of higher ethics. Since then, some of the nation's leading corporations have consciously sought to understand and accept their community and societal responsibilities. To the extent that this occurs, the American corporation is developing a conscience.

SOCIAL GOAL X

THE INTELLIGENT AND RESPONSIBLE SHARING OF POWER IN ORDER TO ATTAIN JUSTICE

Governments are instituted among men in order to guarantee inalienable natural rights but men have to surrender some alienable freedom in order to have a society. Social order requires law, and laws must be made, interpreted, and enforced so the legislative, judicial, and executive functions are defined. The concept of justice implies a government of law, not of man, and its ideal is an equal justice for all. Pure democracy, as practiced in the Greek city-states and in New England town meetings, permitted the citizen to take part directly in government; but the increasing size of political units and their populations has developed the machinery of representation and of federalism. In the latter, the balancing of local and central control has been a varying equation depending upon the efficiency of communication and transportation available at any given time. The ability of the central government to extend its powers to the borders of its realm has varied over the centuries and has seen many machineries of empire, none so effective as that established by the Northwest Ordinance of 1787.

The government of any society at any period has represented some balance of freedom and security for its people, ranging from the Jeffersonian ideal of little government and much freedom to the dictatorships with some security and no freedom. Men, not law, have ruled sometimes; privilege, not equal justice for all, has at times been rampant. Economic specialization and competition have produced elements of hidden government through lobbies and other pressure-tactics on legislation. In the making of laws today, 51 grist mills, dominated by lawyers, bring out laws which often conflict and overlap bewilderingly, to the confusion of the citizen. Every generation relearns anew the hard tasks of democracy.

Following are illustrative concepts, generalizations, and content to be used in the development of Social Goal X--

HISTORICAL-POLITICAL:

1. *Wherever people live together in groups, communities, or nations, some rules or laws are needed to insure a peaceful life for all* of the group and to protect the rights of individuals. As groups, communities, and nations become larger, more and different rules or laws are needed.

2. Hammaurabi's ancient code of laws, justice was identified with "an eye for an eye." The concept has grown and changed so that *justice now is concerned not only with the protection of society, but with the reeducation of the offender.*

3. *American concepts of justice and the rule of law are based almost entirely upon Roman and English antecedents.* Although Rome succumbed to the personal rule of its emperors, it formulated the pattern of government by "S.P.Q.R."--the Senate and the Roman people. The English in the 17th century did away with the personal rule of Stuart Kings and by the Petition of Right and the Bill of Rights, established the rule of law.

4. *Equality before the law was a judicial concept before equality of social classes became a serious aspiration,* but in terms of history it was a relatively recent development. In classical cultures there was one law for citizens and a different one for aliens. In the Middle Ages there were important distinctions between high, middle, and low justice. "The serf and his letter" (to use a medieval phrase) was subjected to a different and harsher law from that to which "the peers of the realm" were held. The American Declaration of Independence and the French Revolution were the great divides in the development of equality before the law for all individuals in the Western world.

5. *From very ancient times men have sought more efficient imperial machinery by which to rule conquered peoples.* Egypt's use of tributary kings, Babylon's royal governors, and Assyria's rule by terror--all eventually led to successful rebellion. The American Northwest Ordinance of 1787 presented a plan by which territory and people living beyond the nuclear core of the nation could share in the governing on a basis of equality with the inhabitants of older-established areas. The only other tenable solution to the problem of empire is independence for subordinate peoples; this leads to political fragmentation rather than to integration.

6. *The problem of transmitting and effectively expressing power out to the frontiers and boundaries of the nation-state has run through much of history.* The Persians and Romans built military roads on which armed forces could move quickly to disaffected points. The feudal power of the Middle Ages was decentralized, in sharp contrast to the centralization in the 17th and 18th century absolute monarchies. The American solution has been the principle of federalism--the dividing of power between the central and local governments. *As the technology of transportation has improved,* our federal equation has been changed and *power has moved to central from local hands.*

7. *The central fact of life about government*--any government--*is that it must have the power to coerce.* This power may serve many functions, the preservation of law and order, the pacification of an obstreperous minority, the enforcement of adjudication between citizens, the protection of rights, domestically and among nations.

8. *The forms or structures which government has taken are varied,* both historically and contemporaneously, *with differing degrees of sharing power.* The major historical transitions have been from chief-council of elders-assembly of fighting men, to monarch-with-nobility, to feudal decentralization, to absolutism, to either totalitarianism or bourgeois democracy. Since direct democracy is impractical in a large and complex state the United States has attempted to develop as a representative democracy, i.e., as a republic.

9. Since *social order requires that laws must be made, interpreted, and enforced,* the legislative, executive, and judicial branches of government have become defined. In the American system, these arms of government check and balance each other. Great Britain, on the other hand, operates as a representative democracy with a parliamentary system of government: the basic powers are all vested in a legislature that is directly responsible to the people of the nation. Both systems are democratic, but the British system requires more careful control by the people; at the same time it is more efficient.

10. *The ultimate base of equality before the law in the American system is found in our judicial system.* The rule of law (rather than the rule of men) assumes that all men are equal in the eyes of the law and that none should receive special considerations or privileges. Due process of law means, in part, that each individual has a right to have his case heard before a duly constituted court.

11. *The American judiciary has successfully supported its right of judicial review.* Statutes which the courts find to be in conflict with the Constitution can be declared unconstitutional by the courts. While due process of law implies that legislation does not really become law until it has been adjudicated, in the American system the courts do not have a chance to pass on the constitutionality of a statute until some citizen has broken the law with the intent of having its validity tested.

12. In our democracy, *rule by the majority and the rights of minorities go hand-in-hand.* Majority rule means that a decision upheld by a majority must be respected by members of minorities as long as it is the law of the land. The basic rights of minorities, however, may not be arbitrarily invaded by the majority. Individual rights of all must be respected, including the right of minorities to work through the political process for a reversal of a majority decision. At the same time, however, it is the responsibility of each person to know what the laws are and to obey them.

13. *It is the responsibility of each person to know what the laws are and to obey them* since, in a democracy, all citizens help, directly or indirectly, to make the laws. Citizens must understand this and help make fair laws, if democracy is to be strong.

14. In our modern complicated society, *individuals find their best opportunities to influence social policy through cooperative effort with other like-minded individuals.* This implies that active citizenship involves membership in a political party, in discussion groups, in groups dedicated to civic action, etc. It further implies a need for citizens to know how to take effective parts in such organizations.

15. The egalitarian aim of abolishing social classes appears to be somewhat idealistic even though dictatorship has sought to liquidate privileged classes by violence. The American pattern of social classification with a considerable social mobility offers feasible ways of sharing power in the interest of justice. *equality before the law* does not mean the disappearance of social classes but does eliminate a caste system in which social classes are rigidly fixed, and if combined with equality of educational opportunity, *opens the door for social mobility.*

16. *The current scene in America demonstrates a rapidly growing middle class and diminishing upper and lower classes.* This in turn has modified the governmental problem of balancing out social pressures for distinctive social programs. A high degree of social mobility existed in the United States during the period of territorial expansion, settlement, exploitation of natural resources, and building of our modern technology. This social mobility rested on three bases: (1) equality before the law in claiming rights, (2) a relatively simple technology in which tools of production (agricultural or manufacturing) could be had without huge capital investment, and (3) opportunity of education. As almost all land and natural resources passed into private ownership and our increasingly complex technology has required larger capital investments, the *earlier social mobility has been replaced by a more complicated pattern.*

17. Plato in The Republic said that a state should have no more population than could assemble within the sound of a man's voice. This applied to a "pure" democracy in which each citizen would share directly in legislative debate and voting. The more modern prototype of such a "pure" democracy is the New England town meeting. As the populations of states grew, and transportation became difficult, it became impossible for the citizens of a state to meet in one body. To meet this difficulty, the machinery of representation was devised in which men entrusted their political powers to legislators whom they elected. Today, television furnishes a means by which one man may speak to many, and opinion polls potentially can permit the many to react directly to his

persuasion. Thus *modern technology may make possible the revival of pure democracy even in the large nation-states.*

ECONOMIC:

18. *Power--the ability to coerce--is often represented by or expressed by money in a private enterprise economy.* Wealthy men who have more than enough money for survival, security, or prestige still seek more money since it enables them to become more powerful and to make their power obvious.

19. *The economic exploitation of one region by the business interests of another is one of the important bases for a struggle for political power.* This is one of the theses useful to explain the political struggles of South, East, and West in the 19th century.

20. *The basic direction which government will take and the extent of "Laissez-Faire" for the privileged and of security for the common people are determined by the interest-group dominant in the federal government.* Thus, from 1865 to 1890 business ruled government and "laissez-faire" triumphed. Then, from 1890 to 1915, progressive reforms changed the basic direction of governmental concern and a greater emphasis was given to security. The pendulum swung back to "laissez-faire" in the 1920's but the economic depression of the 1930's made security the dominant virtue. The pressures of the 1950's seem to be turning government away from security and in the direction of greater freedom for business.

21. One of the results of high and continued expenditures for national defense has been the establishment of an "industrial-military complex"--an interest group seeking to continue and increase these expenditures.

SOCIAL GOAL XI

THE INTELLIGENT UTILIZATION OF SCARCE RESOURCES TO ATTAIN THE WIDEST GENERAL WELL-BEING

From earliest times men have confronted a scarcity of material resources, and systems have been established to economize these resources. In the system of private enterprise, economic value is determined by scarcity, utility, and desirability; prices of goods and services vary with these factors. The price mechanism, operating in the market place, has served as the regulator of both supply and demand. By another basis of analysis, the consumer, by means of dollars as ballots, has become the regulator of the market, determining what shall be produced, the quantity, and how it shall be distributed. Other societies have delegated work to one social class, leaving an upper class whose specialized social services were governing and fighting, to live upon the efforts of the workers. Industrial technology has both proliferated the specializations of labor and has made work a necessity for all except those few who live upon inherited wealth. As a regulator of the market, the consumer is also the allocator of manpower.

In any system permitting private property, the concentration of wealth and power will be a recurrent problem. In our system today, the mammoth corporation and mammoth union and their normative tendency toward monopoly become the most serious manifestation of the problem. Growing from the central stem is the phenomenon of the business cycle with its phases of boom and bust. Wealth or power concentrated in private hands can lead to the rapid exploitation of irreplaceable natural resources which from a social point of view should be conserved. The government, representing the people, has a role to play in regulating monopoly, in controlling the extreme results of the business cycle, and in the preservation of natural resources.

Following are illustrative concepts, generalizations, and content to be used in the development of Social Goal XI--

HISTORICAL:

1. *In different times and places, people have prized different resources,* depending on the use they could make of them:

   --for a primitive tribe dependent on hunting and fishing, the basic resources were the forests, fields, and streams where game could be found.

   --for an agricultural society, basic resources are fertile soil, an adequate water supply, and a favorable climate.

   --in preindustrial revolution days, the valuable mineral resources were those that could be gotten easily from the earth and worked with simple tools. The Romans, for example, would have been unable to use a chromium or manganese even if it had been available.

--today's technology requires a wide variety of resources which are scattered over the earth, including many substances that formerly had no usefulness to man.

--among the resources that the industrial revolution caused to become important are iron (and all the other minerals that are needed to make steel), coal, oil, uranium, and other sources of power.

2. *The industrial revolution has been the most important factor in modern history.* The changes it has required in people's ways of living, the substitution of mechanical power for muscle power, the contributions to the ease of living, the shorter workday and week, are more profound than the changes effected by wars and treaties.

3. *The fate of the American farmer has fluctuated with the growing industrialization of the economy.* With a society predominantly agricultural from colonization to the 20th century, the yeoman farmer gained political power with Jefferson and held it through Jackson. Southern plantation politicians ruled until the Civil War, but the farmer could not hold political power after that war. His economic position was depressed from 1865 to 1941 with the brief exception of World War I. Since 1941 he has held a political balance of power and has used it to gain economic benefits.

4. *The period of reconstruction (1865-1877) saw political power swing to the business interests,* but their laissez-faire program permitted exploitation and abuses of the common people. *The result was the entry of the federal government into economic regulation.* The control of "natural" monopolies--the public utilities--was increased, and the Sherman Act and the Pure Food and Drug Act set precedents for more extensive controls imposed by the New Deal.

5. The exact equation of the Malthusian Theory is not reliable, but *in much of the world, food resources fix the size of the population.* As the United States and the United Nations have extended technical aid to underindustrialized areas, agricultural experts have been engaged in a race with public health technicians to bring about a food production high enough to match the lowered death rate.

ECONOMIC:

6. *The resources which an economy prizes become scarce since economic value is based on scarcity, utility, and desirability.* Basic resources may be classified as: (1) irreplaceable, such as petroleum or coal, (2) recoverable, as metals which can be reworked or reused, or (3) renewable, as timber, rubber, wool, leather.

7. In spite of the optimistic opinions of those who exploit our natural resources, *there is need for careful use of the irreplaceable scarce resources.* Plastics may replace metals, or the light metals may be substituted for steel, but the new materials have to be made of something which usually goes back directly or indirectly to one of today's scarce resources.

8. *The central economic problem is how do we and how should we use the resources upon which the level and quality of our material life depend.* All other economic issues--the farm problem, labor-management relations, taxation, inflation, full employment, the anti-trust problem, etc.--are partial manifestations of the central problem and can be dealt with effectively only in conscious relation to it.

9. *The American economic system is based upon a stimulation of desires, not merely on satisfaction of needs.* While economic needs are limited and predictable, men's economic desires are infinite. The American system also rewards on the basis of ability rather than of need. These factors have been major causes for the greater expansion of the American system also rewards on the basis of ability rather than of need. These factors have been major causes for the great expansion of the American economy, especially after World War II.

10. The mechanism of prices, operating in a basically free market, is the basic regulator of our economy. Prices of farm products may be determined by auction-sale techniques and industrial products may have administered prices set for a year by the manufacturer, but *The way the consumer chooses to spend his dollars will ultimately determine what and how much is produced,* the quality, the disposition of the labor force, *and other specifics of the economy.*

11. *In a capitalist, free enterprise economy, the major purpose is to facilitate the exchange of goods and services.* It permits saving without hoarding goods, it facilitates borrowing and lending. As a unit of prices, it makes possible free consumer choice and it permits specialization which would be impossible in a barter economy. In today's economy, credit has become a form of money; most transactions take place without the exchange of currency. Our money, however, does change in value, sometimes drastically. These changes affect prices, production, profits, and employment.

12. *As modern corporations have grown to mammoth size, there has been a great increase and dispersion in the number of owners.* Several of our big companies number their stockholders in the hundreds of thousands. Most of these are ignorant of and indifferent to company policies; this has contributed to the development of a professional managerial class, the members of which exercise the real control of American big business.

POLITICAL:

13. *Long-range planning of direction for the entire economy in order to assure adequate resources equitably distributed has become a central goal in America today.* The corporation form, and its professional executives interested more in the long-time well-being of the company than in immediate dividends, lend themselves to such planning. There is much controversy as to whether the Federal government should take a major part in economic planning but as the American society increases in size and complexity, an expanded role for government in directing the economy seems inevitable. Certainly if conservation is wise, efficient use of scarce resources, some form of overall national planning seems inevitable.

14. Even though many businessmen currently demand that government reduce its regulation and control of economic matters, most rely on it to prevent deflation and disastrous extremes of inflation. *Monetary policies* of the Federal Reserve System and the Treasury department and fiscal policies determing the budget and tax rates *compose the major governmental machinery to achieve economic stability.*

15. *Governments--federal, state, and local--produce a significant portion of the total quantity of goods and services in the United States.* The postal system; highways; Tennessee Valley Authority; municipally owned electric, gas, and water utilities; airports; and the public school system are all examples of governmental activity in the economy.

16. *Maximum utilization of scarce resources requires an unimpeded world trade,* the free flow of materials and goods to the free markets of the world. Control of materials, however, is an important factor in the military strength of a world power; and a nation's influence in international affairs rests to a considerable extent on the amount and the use of its essentail resources.

SOCIO-CULTURAL:

17. *Managers, that is the top and junior executives of corporations, are discernible today as a new, emergent social class.* Homogeneity within the class is evident in dress, patterns of eating

and drinking, in political and economic beliefs. The class is still extremely fluid with a great deal of upward mobility, and is fed from a great diversity of social, economic and geographic backgrounds.

18. *The wage earner*, as distinguished from the salaried white-collar class, *is not* necessarily *lower class today*. To the extent that income is a class determinant, many of the skilled laborers have surpassed the rank and file of office workers in earning power.

19. *The application of mechanical power to production and the increasing development of automatic machinery have been a social problem* since craft workers smashed factories and textile machines in the Luddite Riots in England, 1811-1816. Technological unemployment was a bugaboo in the 1920's and 1930's. Today *automation poses problems which are both economic and educational.*

20. Certain figures become representative of the dominant cultural emphasis of various centuries. The cowled priest and armored knight epitomize the Middle Ages, the theologian the 16th century, and the political philosopher the 18th. It is possible that the 20th is the century of the businessman. For his non-mercantile contemporaries, *there is a danger that in emphasizing things economic, too much stress may be placed on materialistic and mechanistic values.* Man may gain the world and lose his soul.

SOCIAL GOAL XII

ACHIEVEMENT OF EXEMPLARY HORIZONS OF LOYALTY

In simple agrarian societies, in the depths of the Dark Ages, the allegiance of men reached no farther than the valley in which they lived. A widening sense of belonging extended the concept of allegiance to the county, then to the duchy, and last to the kingdom. In the American picture within the past century, men forced to choose between the Nation and State decided: "I am first a Virginian." The concept of loyalty to the national sovereign state is one of the important understandings in today's world. Sovereignty may be simply defined as the power to make the final decision, and it resides where there is no higher authority which can coerce. The past century has seen the extension and intensification of nationalism all over the world. It has witnessed the unification of important nation-states in Europe, the intensification of nationalistic awareness in Europe, Asia, and Africa, and rivalry among nations everywhere.

Nationalism has given its meaning to citizenship, and the functional analysis of that term would define the areas of civic activities and responsibilities at local, state, and national levels. Some pioneering efforts have been made to catalogue the skills of effective social participation in the various groups of which we are members; more work in that direction would be profitable. Nationalism has expressed itself at times in a glorifying, uncritical patriotism which has resulted too often in isolationism and has been used too much as a cloak to cover reactionary movements and to gild private greed. The social objective becomes a sane and reasoned patriotism, and an understanding, appreciation, and identification with the various groups of people with whom we interact, beginning with the family and extending through the local community, state and nation to all mankind. However, loyalty to wider groups requires a kind of knowledge and of intellectual grasp which is not needed for loyalty to the small face-to-face group. It becomes important for the educator to think through the problem of teaching for an intelligent loyalty to groups which cut across national boundaries, and a part of this teaching would consist of a thorough exploration of the question of conflicting loyalties as between nations and interest-groups which cut across national boundaries.

Following are illustrative concepts, generalizations, and content to be used in the development of Social Goal XII--

HISTORICAL:

1. *Loyalty to the state was a value which the Hellenic Greeks definitely recognized* and for which they spelled out the implications. The Greek city-state was small and the relationships of citizen to state were relatively easy to make specific. Non-Greeks, free or slave, who were residents of the city-state could never become

citizens. The Hellenes recognized the concept of Greece and felt an ethnic kinship but this was a vague loyalty.

2. As Rome became an empire, machinery developed by which non-Romans could acquire Roman citizenship. (Saul of Tarsus was a "Roman" and could appeal from a provincial court to Rome.) In the later Roman empire, Roman citizenship was extended to whole provinces, so that loyalty to Rome had a broadened base. As in Greece, the disfranchised and slave population had a lack of loyalty which sometimes actively expressed itself in insurrection.

3. In the depths of the Middle Ages in Europe, men's loyalties were limited to the manor or castle which gave them protection. As communication, transportation, and commerce improved, the horizons of loyalty expanded first to the duchy--so that men felt themselves to be Normans or Burgundians--then under the inspiration of Joan of Arc, a concept of national loyalty developed. *This sense of membership in a nation,* affecting Western Europe first, *became the basis for the modern world.*

4. *In colonial times in America, people were loyal to their own town or colony.* Even after the new government was formed under the Constitution, many people were loyal to their state rather than to the nation. *National patriotism developed rapidly* during and following the War of 1812--the Era of Good Feeling around 1820 refers more to this spirit than to the absence of political partisanship. *Loyalty to the local state* continued, however, and *proved a factor in deciding the action of many men in the succession crisis in 1860.*

5. As the Constitution was first written, citizenship was a state, not a national function. The Dred Scott case turned on this point. *One of the* several *important accomplishments of the 14th amendment was that it made national citizenship primary and state citizenship incidental.*

SOCIO-CULTURAL:

6. *Civic loyalty rests upon a fundamental sense of belonging.* The individual as a rule gives his allegiance to those groups, whether small or large, informal or societal, with which he can identify himself. *Loyalty must be voluntary* (cannot be coerced into existence) *and is reciprocal:* from person to group and from group to person.

7. *One of the objectives of society is to develop in each person a sane and reasoned patriotism.* This requires an understanding, appreciation and identification with the various groups of people with whom we interact.

8. *Loyalties may be multiple.* An identification with a local community does not prevent or dilute a national patriotism. Although a good deal of experience, modern as well as ancient, shows that the development of loyalties to nation-states, synthesized from segments which were once separate, is often slow and difficult, is sometimes accompanied by bitter conflict, and is occasionally not successfully completed at all.

9. *Ideally, loyalty must be rendered to something larger than one's self, untainted by private purposes or selfish ends.* Perhaps the ultimate loyalty will be the global group of mankind, but so far only a few great humanists and humanitarians have sufficiently felt a membership in so amorphous a group. But as modern technology binds the world more closely together, the bases is being laid for loyalty to be expanded to world horizons. Recognition of the commonality of all men will help men identify with mankind and develop loyalty to broader principles.

10. *One of the unresolved questions in modern society is the extent of cultural uniformity which must be required and the amount of cultural pluralism which may be permitted.* The concept of the Melting Pot, more popular in the 19th century, has been challenged on the grounds that conformity to the mores and folkways of the dominant culture crushes out the enrichment and growth which new migrants can bring from their differing ways of life. The cultural pluralists, however are not in agreement as to how far immigrant ethnic groups may be allowed to vary from the dominant culture.

POLITICAL:

11. On a time-line of world history, *nationalism* is a recent phenomenon, but in the mid-20th century it *seems to be the strongest force operating among nations.* The concept of the universal church has had to accept national subdivisions. The labor movement abandoned its dream of the brotherhood of all working men. Militant ideologies which announced their global ambitions are showing nationalistic seams and fissures. One of the important political effects of nationalism is its atomistic impact on the size of nation-states. Empires have disintegrated and older nations have broken up into smaller states under the dividing force of nationalism.

12. Actually, however, *nationalism is inconsistent with many of the economic and technological facts of life.* In this relationship, nationalism becomes a cultural lag, a political institution that has become inappropriate before it is worn out. The men who wrote the Treaty of Versailles and used the principle of national self-determination were even more unrealistic than were the men at Vienna in 1815 who sought to go back to "legitimacy". If colonialism can be decently interred, perhaps the new nations can

skip the period of extreme nationalism and move to a more intelligent loyalty, as some are moving from ox-cart to airplane without intermediate stages.

13. The United States as an operating *democracy is proud of the social rights which its citizens enjoy.* These are privileges in the sense that they resulted from victories in the past and are enjoyed without cost by the citizens of today. *Each important right,* however, *carries with it the implicit responsibility to exercise it intelligently,* to adapt it to new conditions, and to defend it from the selfish and the indifferent. The social right involved in the Second Amendment is already lost; those based upon the Fifth are in danger.

14. *Intelligent loyalty in America requires that the citizen put the general welfare above his own whenever a choice between them is necessary.* For example, he avoids the abuse of public benefits; he devotes time to community organizations and services without pay; he has enough insight to realize that in the general welfare may be his own long-term welfare. On a broader scale, intelligent loyalty to the United States requires a recognition that the general welfare of other peoples is important to our national good.

15. The American patriot feels that he has inherited an unfinished experiment in self-government which it is his duty and privilege to carry on. He understands that *the greatest dangers to democracy come from internal bigotry, apathy, and prejudice:* he would oppose, therefore, any group seeking to impose its program by illegal or extra-legal means. He is critically aware of differences between democratic ideals and accomplishments but works to improve accomplishments and refuses to become cynical about the difference.

16. *Economic citizenship uses the same basic values as in social and political democracy, applying them to material matters.* Loyalty to our democracy requires that the citizen respect property rights, meet his obligations in contracts, and obey regulations governing the use of property. He accepts responsibility for the maintenance and improvement of a competitive economic system, assisted and regulated when necessary by governmental action. He knows in general how other economic systems operate, including their political and social consequences.

SOCIAL GOAL XIII

COOPERATION IN THE INTEREST OF PEACE AND WELFARE

The achievement of nuclear fission may have removed the cork and released the genie of total destruction. At best it has clarified the alternatives in international relations so that nations must endeavor earnestly to resolve differences or run the risk of human annihilation. Cooperation is the corollary of such interdependence. At an earlier and perhaps simpler time, agressors could expect that initiative and their superior strength would bring them gains greater than their losses. Balance-of-power diplomacy developed to oppose these agressors. Its techniques were the discovery of common dangers, of common interests, and the need for common action. The cooperation they achieved was partial and short-lived but the precedent is important. In other instances of danger and crisis, whether of war or disasters of nature, people have shown that they can subordinate selfish interests and act for the common good.

Machinery of cooperation has developed in labor-management relations and instead of strike and lockout, riot and police rule, there has been an increase in conference and conciliation, mediation and arbitration seeking a consensus. Unfortunately we stand today far from the goal. The bargaining table, whether diplomatic or industrial, finds the pride and prestige of the individuals who are bargaining too often the operating values, instead of the greatest good for the greatest number. The earlier polite language of conciliation, insincere though it may have been, has been discarded for the language of conflict. The race for superiority in atomic weapons continues, and when the gun of final destruction is loaded, some fool may pull the trigger.

Following are illustrative concepts, generalizations, and content to be used in the development of Social Goal XIII--

HISTORICAL:

1. The peoples who lived around the shores of the Mediterranean Sea during the dominance of the Roman Empire enjoyed several centuries of peace, even though the legions were constantly under arms on the frontiers during the whole era. *"Pax Romana" has come to mean the peace of the conqueror imposed on captive people*, maintained by perpetual military strength.

2. *In one important sense, the modern world emerged from the Thirty Years' War and the peace of Westphalia.* Balance of power as the basis for European diplomacy became the dominant technique in that struggle, and alliances formed and shifted as nations sought to prevent one nation becoming too powerful. Later, France, Australia, Great Britain, then France again were the targets of opposing alliances.

3. *After the congress of Vienna, the great powers of Europe sought to discover the common grounds of their self-interests and to further them by cooperation.* No formal international machinery was set up; instead, informal conferences by representatives of the "Big Four" decided the action needed and designated one of their nations as the agent for the Concert. This Concert of Europe did not survive the revolutions of 1848 but its principles localized conflicts for the century between 1815 and 1914, preventing them from becoming major wars.

4. *The first foreign policy for the new United States required diplomatic agility to thread a way through twenty years of European wars and to make firm the nation's independence.* During the next eighty years, a most consistent policy of isolation was followed, partly because oceans were broad, because the Concert of Europe delimited conflict abroad, and because we were absorbed in the conquest and exploitation of the midsection of a continent.

5. *Existing international agencies, and our cooperation with them, have grown out of past experience.* We have entered into: (1) international congresses discussing problems of mutual concern, (2) settlements of disputes by peaceful means, and (3) international organizations formed to solve particular problems as in technical fields. Although international agencies have had failures, much progress was made in settling international differences through peaceful means. The idea of the "rule of law" between nations was increasingly accepted.

6. *The league of nations was the major agency working toward a system of world order between World Wars I and II,* but in this same period many nations working outside the League engaged in cooperative enterprises directed to the same end. However, social, economic, and political factors over which the League had little or no control made it impossible for that organization to keep the peace.

POLITICAL:

7. *The United States,* because of its newly acquired position of influence in world affairs, *has a major responsibility for the success or failure of any general international agency.* Our record after World War II, in accepting this responsibility, has been much better than after World War I.

8. *International agencies are an important but limited part of the total pattern of relations among nations.* Many cooperative activities among nations are carried on through bi-lateral or multi-lateral diplomatic arrangements among the nations directly involved. The success of international agencies is related to domestic problems in the member countries, and in turn the solution of many domestic problems in member countries is related to the success of international agencies.

9. *The United Nations system is the most comprehensive effort to date at cooperation among nations through an international agency.* It is a developing organization whose charter provides a basis for expanding areas of service and responsibility. Largely unpublicized, the specialized agencies of the United Nations are constructively working to eradicate the basic causes of conflict and war. International cooperation in areas such as education, health, food supply, etc., deserves to be more widely proclaimed and understood.

10. *The United Nations* has been exposed to the Cold War almost from its formation, and in its *most publicized activities has been little more than an arena for power politics and the verbal combat of hostile nations.* One of its major weaknesses is that it cannot properly finance itself and must depend on voluntary contributions of member nations.

11. *In international relations and specifically in the United Nations, all nations are in theory sovereign and equal.* Jealous protection of sovereignty by the nations has kept the United Nations without sufficient power to enforce its decisions (as in Hungary in 1956). The theory of equality has tempted small nations into votes which they have not strength to implement. Yet, the best hope of achieving an international law lies in an organization in which nations are genuinely equal.

12. *The success of an international agency depends eventually upon the support of its member nations and the extent to which they delegate to it the powers needed for achieving its purposes.* National rivalries may be expected to produce conflicts in any international agency. The important thing is to find ways of resolving conflicts by peaceful means. The regional organizations within the United Nations system contribute to international cooperation to the extent that they work in harmony with United Nations' goals.

13. Politics, like diplomacy, is the fine art of compromise. Our society contains many interest groups, each with its program which it wishes to have implemented politically. The successful politicians are the ones who can put elements from many of these programs together into workable legislation, satisfying most of the people most of the time. *Practical citizenship requires the acceptance of compromise and cooperative efforts to make it work.*

14. *Today's American should know about, critically evaluate, and support promising efforts to prevent war; but should stand ready to defend his country against tyranny and agression.*

15. *The techniques of diplomacy* which served both before and during the 19th century *have become outmoded by the technology of communications and by the cold war.* Once diplomats could barter

and haggle in secret and arrive at a treaty of compromise. Now their every work goes around the world as it is spoken.

16. In today's America, big business grown to truly national scale negotiates with big labor, organizations which speak for millions of industrial workers. The interests of the rest of the public are at stake in the conflicts and negotiations between these two modern giants and must be represented by the Federal government as a big referee.

ECONOMIC:

17. *The structure of modern business tends to influence the value of individual* and corporate competitions and to stress the techniques of cooperation. Within the corporation, the junior executive makes his way upward as he learns to please his superiors and to cooperate efficiently in the corporate program. The top executives make up a team of specialists doing a coordinated job. Each is apt to know his "opposite number" in other companies and prefers to work with them rather than to engage in cut-throat competition. The social class to which they all belong also invites cooperativeness as one of its informal social controls.

18. *International trade allocates resources across national boundary lines.* The movements of goods and services between countries take place because it pays nations and regions to specialize in the production of goods and services for which they are best fitted by virtue of their supply of the factors of production, and to trade those goods and services for others which other nations are best equipped to produce.

19. *Differences in the supply of the factors of production among nations as well as in demand patterns are reflected in different costs of production, different incomes, etc.* These in turn create the price differences which are the immediate basis of world trade.

20. *World trade helps the United States to maintain high levels of employment and income* because other nations buy up the surplus of our products which we are best fitted to produce, and feed our growing industries with the raw materials they can produce most advantageously.

21. *The Point Four program of the United States offers technical aid to underindustrialized countries.* One group of American experts seeks to improve the health of people in these areas, while another strives desperately to increase the food supply so that those whose lives are saved from disease may avoid starvation.

SOCIO-CULTURAL:

22. *Interdependence among the peoples of the world has grown* because modern technology has brought increased international contacts in trade, travel, communication, etc., making a "world community". Interdependence increases the importance of recognizing that peoples of different cultural patterns share some of the same basic goals, and while cultural diversity is responsible for many conflicts, it also has some positive values.

23. *Individuals can affect and are directly affected by the work of international agencies.* Under existing conditions, however, the individual must act, for the most part, through his national government.

24. *Today not even the wealthiest and most powerful nations can resolve their economic problems by themselves,* for example, our balance of payments and farm surplus problems. Thus the world is being pushed in the direction of more and more economic cooperation through international institutions, for example, the International Monetary Fund and through such multi-nation arrangements as the Common Market, the Alliance for Progress, etc.

SOCIAL GOAL XIV

ACHIEVING A BALANCE BETWEEN SOCIAL STABILITY AND SOCIAL CHANGE

The bicameral legislature has often been justified because it balanced the rashness and urge to change of the popular house with the conservatism and power to delay of the Senate or Lords. Those two basic factors--progress and stability--exist and operate in many social institutions. The dynamics of modern society proposes and urges change; social conservatism resists and controls the degree of modification. When both forces operate together within an institution, orderly progress can result; when conservative forces are dominant, the institution or the society may become static or stagnant. At times the critics of the existing order and the innovators take control and fundamental and revolutionary changes come about.

The rate of modification among institutions in a society may vary markedly. Technological developments have made basic and rapid changes in our economic institutions, but conservative forces have slowed the rate of change of the political and social institutions. The resultant "cultural lag" has caused strains and maladjustments. For example, governmental machinery to control the new situations created by changes in transportation has not kept pace with crime or big business or congestion. However, in spite of sensational and visible changes in some phases of living, basic institutions stay on; tradition holds things in place. Our society reaches its decisions, either frontally or obliquely, about values which at one time were sharply controversial, and the problems then change to those of implementation. Perhaps the most important function of history is to record the conserving and maintaining, not merely the changing.

Following are illustrative concepts, generalizations, and content to be used in the development of Social Goal XIV--

HISTORICAL:

1. *The life span of a civilization is a matter of dispute between philosophers of history.* Oswald Spengler in Decline of the West announced that cultures follow a life pattern similar to organisms of birth, youth, maturity, senescence, and disintegration. He thought that Western culture is in its next to the last stage. On the other hand, Arnold Toynbee in A Study of History proposes that if a civilization is frequently and sufficiently challenged and can mobilize enough and more energy to respond to it no limits to its enduring may be fixed.

2. There is "a seamless webb" of history. *The greatest changes had antecedents;* the historical revolutions were really evolutionary. The historian who seeks explanations for events finds himself pushing farther back and each cause is the effect of an earlier

cause. Unless he is simply arbitrary, he finds himself beginning an explanation of the causes of World War II by saying: "When man first came down out of trees. . ."

3. *No society has ever been completely static.* Social change is continually occurring and always has been a present factor, though it takes place more rapidly and dramatically in a dynamic society than in one that is relatively static. The intelligent attitude toward change is one of directing it to gain accepted social goals, not of trying to turn the clock back. As modern transportation has brought the various parts of the world closer together, social change has been accelerated in even the most static societies.

4. *The rate of social change in the Western world has been greatly accelerated since the industrial revolution* and continues to rise rapidly in industrialized, urbanized nations like the United States.

5. Because our *basic institutions change slowly in relation to superficial aspects of society,* history and historians should record and explain the conserving and the maintaining along with the novel and the changing.

6. *The security of one era becomes the restriction of a later time.* The institution of serfdom represented a great gain for homeless, landless men and slaves since being bound to the soil meant tenure and security. The radical or liberal of one era becomes the reactionary or conservative of the next.

7. The "good old days" were really not halcyon. At any time that you plunge into history, you find men as insecure, as threatened, as beset by devils, as you do today. *Every generation,* every decade, every year in the past *had its threats to individuals and to society,* although of course none was as dire as atomic disintegration. But the man with the stone-tipped arrow in his vitals was just as dead as the fatalities at Hiroshima.

8. In many ways life today is easier, potentially richer in achievements of the spirit as well as in material gains than ever before. *Democratic social change has brought within reach of the ordinary people many advantages formerly reserved for the select few.*

9. *There is need for a balance between change and stability.* Periods of extremely abrupt social change have come when evolutionary changes were resisted by vested interest groups until an explosion came, and such abrupt changes have often brought great human suffering.

SOCIO-CULTURAL:

10. In social concept, *an institution is a bridge which society creates to cross from a problem to a solution.* Some institutions are inadequate and some disappear for various reasons before the problem is solved, but some social institutions, once existent, remain often after the need for them has disappeared or after altered circumstances make them outmoded. This constitutes one type of social lag. Another type is found when some element in the culture develops or changes so rapidly that it comes into conflict or friction with other social elements.

11. *Cultural lag takes more extreme forms and has much graver consequences in an interdependent industrialized society than in the simpler social organization usually found in an agricultural economy.*

12. *The unevenness of progress* between the physical sciences on the one hand and the social sciences and humanities on the other *has created cultural lag in many parts of our social system.* Some examples can be found in our preoccupation with the war uses of atomic energy rather than applications to peaceful developments; our 20th century transportation has enabled criminals to outrun 19th century type law enforcement agencies; highly refined electronic equipment is used to televise soap operas.

13. *One of the important needs or drives of the individual is for security.* A major contributor to security is dependence on the familiar and the stable. The familiar landmarks, the accustomed routines, the orderliness of the world about us--these build security. On the other hand, another need or drive is for adventure. Some men go to war, others to the movies to find the novel and the challenging. The pulling of these opposite forces often creates tensions and maladjustments.

14. *The modern newspaper stresses the variant and the odd while too often ignoring or minimizing the stable.* The juvenile delinquent received headlines while the 95 percent of socially responsible adolescents go along without notice. Another reason why the press is undependable as a source of the picture of our universe is its susceptibility to propaganda, whether of the publisher or of an interest group.

15. *One area in which change is most demonstrable is the position of women in society.* While monogamous marriage is one of the more stable institutions, the wife and mother exercises more power in the family than at an earlier time. Women are increasingly active in political matters and are the dominant factor in consumer economics.

16. *Modern technological changes have caused and will continue to cause changes in the social-cultural aspects of our society.*

POLITICAL:

17. *A society is based on the interaction of stability and change;* its basic values must tend toward stability if it is to survive but it must adapt its methods of operation to keep pace with changing conditions.

18. *The American Constitution illustrates the forces of change and stability in our political structure.* Written for and by a preurban and preindustrial order, it now serves a society plagued by one-way streets and an endless flow of gadgets. It has been amended twenty-three times and about one-tenth of its text is inoperative but the structure and machinery it created still gives us an efficient government flexible to the needs of a functioning democracy.

19. Our political system may more often reflect social change than initiate it but *our laws ultimately establish both the stability and change our society requires*. Our body of common law, inherited in the main from the English but in part from the Roman, is the most stable element in our jurisprudence. Organic law changes through constitutional amendment and judicial decisions, but slowly. Statute law reflects most quickly our changing social patterns, although these legal acts deal with specifics and only in their total can social change be integrated and codified.

20. *Political action generally involves a compromise between liberal and conservative forces*. Liberals propose a change and campaign for it. Either during the debate or in subsequent action, conservatives round off extemes and dilute the amount of change. When the program ceases to be a political controversy, it usually has become socially accepted. The National Labor Relations Law and the Taft-Hartley Act may serve to illustrate this process.

21. *Many reforms are needed in our political institutions to meet the changed conditions of 20th century industrialized society.* Among those proposed are the short ballot, the strengthening of state and local chief executives, and the overhaul of local governmental institutions to eliminate overlapping districts and small inefficient units and further clarification of state and federal jurisdictions. Effective political institutions are a necessity if desirable social change is to be facilitated rather than obstructed.

ECONOMIC:

22. *The business cycle has been a frequent phenomenon in the American economy*. Changes, frequently violent, have led from prosperity,

to inflation, to depression, to recovery, and back to prosperity. This cycle once left entirely to abstract economic forces has become a matter of increasing concern to the government and in turn the economy now relies more and more on government for protection against deflation and sharp inflation.

23. *Today's Americans desire to achieve economic growth, economic stability, economic efficiency, economic security, and economic justice all within the framework of freedom.* The continuous need to balance these goals often involves us in incompatible activities.

24. At one time economic change emerged from the ideas and creations of individual inventors who often struggled in garrets and in poverty to achieve riches and recognition. *Today inventions flow from industrial laboratories* in which teams of technicians coordinate their scientific knowledge to create new processes and industries.

25. Perhaps an illustration of Toynbee's thesis of challenge and response can be seen as the American economy successfully met the fantastic demands of World War II and in doing so engendered a veritable economic explosion in the twelve years which followed. Our economy changed more in that period than in any preceding half-century.

SOCIAL GOAL XV

WIDENING AND DEEPENING THE ABILITY TO LIVE MORE RICHLY

While man is a social being with obligations to and rewards from the groups of which he is a part, he is also an individual. A goal of living and of education then should be the multiplication of his sources of enrichment and the enhancement of his powers of enjoyment. Generally the arts--both fine and practical--are the avenues by which perceptions and sensitivities are increased and the improvemnt of both appreciation and creative powers should be sought. But in the humanistic scheme of values, any learning, any discipline can contribute to personal enrichment. The humanist climbs a mountain because it is there; he learns for the joy of learning and for the sense of victory over ignorance; he is not restricted to the horizons of the useful and the applicable. Most persons, of course, combine the humanist and the utilitarian and are potentially both the scientist and the engineer. Aesthetics and emotions, therefore, can be used to make both the humanist and the humanitarian. In our dominant values, work becomes both a means and the end of personal enrichment.

Much still needs to be done to improve the constructive use of leisure and to improve mass tastes. In an earlier day, leisure and good taste belonged exclusively to the aristocratic leisure classes. In an age of mass media, the patron of the arts is the common man. The quality of culture in a democratic society depends upon how the great mass of the people use their leisure time. Mass media without education may lead to vulgarity and cultural mediocrity; with education the common man may build a culture equal in taste to the historical aristocracies and more varied in its pattern, because of the new contributions of many people from many lands.

A challenge for any democratic society is to find some means for preserving individual choice in an age of mass media which could lead to cultural conformity. One aspect of this problem is to help each person develop individual tastes and preferences, and to encourage like-minded groups of individuals to insist upon their share of the time and services of the mass-oriented cultural institutions.

Following are illustrative concepts, generalizations, and content to be used in the development of Social Goal XV--

HISTORICAL:

1. *In every great civilization,* as a leisure class developed, *men turned to aesthetic expression in various media.* While useful forms and accepted standards differed from one culture to another, men in each one were seeking spiritual and aesthetic values.

2. *Important standards of aesthetics, beauty, and intellectual achievement are part of our heritage from Greece and Rome.* They came from cultures which rested upon slave labor from whence came the wealth and leisure for the patrons and practitioners of the arts.

3. *The Renaissance began as a revival of classical art and literature but its central contribution was that it conceived the free mind of man.* The scholars of the Renaissance loved the fine arts but they also believed that the proper study of man is man. To the humanist whom the Renaissance created, knowledge was important for its own sake. The Renaissance sired the development of inductive reasoning which men coupled with an insatiable intellectual curiosity. Thus were pushed back the horizons not only of geography but of scientific experimentation.

4. *In the modern western world,* with the democratization of leisure, *broader and broader sections of the population have shared in aesthetic expression either as consumers or producers* or both on different levels.

5. Research has its moments of great insight, bold conception, and big ideas but it entails much drudgery, thoroughness, and cross-checking. As the accumulation of research mounts, scholars dig deeper and deeper and stir lesser bones. The essence of induction is that the process can take these little findings and moving to the general conclusion, integrate them into meaningful new concepts.

6. The scholarly disciplines are so-called because these specialized branches of learning have each created its peculiar technique of research, pattern of organization, and even its particularized vocabulary or jargon. In addition, they impose upon their disciples the acceptance of the dedication of scholarship to carefulness, accuracy, and responsibility.

SOCIO-CULTURAL:

7. The developing science of psychology emphasizes the importance for the full development of man's personality of creative activities in many areas of endeavor.

8. *An important and often overlooked aspect of discriminatory treatment of minorities is the injurious effect of such treatment on personality, on self-respect, and on the ability to develop satisfying human relations.*

9. In the cultures in which slavery existed, work, especially that which involved manual labor, was considered degrading. *In our free society,* partly because of a Calvinistic theology and in part from the influence of the frontier, *work is considered a social good and* in terms of our values, *an end rather than a*

means. We scoff at our idle rich and are puzzled even by those who work at home or at unconventional hours. As medical research has lengthened life expectancy, an increasing number of men face the problem of "empty days" after retirement and find it difficult to come up with satisfactory solutions.

10. *Men may live more richly through developing their capacities for warm, satisfying human relationships as well as through art, music, and other forms of aesthetic expression.*

11. In their efforts to "live more richly", Americans search for self-understanding as evidenced by the popularity of magazine articles and books devoted to personal psychology.

12. The past century has seen the work week drop from seventy-two or more hours to forty or less. The *"wise use of leisure time" has thus become a problem directly facing society and the schools.* The problem is made difficult by the traditional value-distinction between "work" and "play". For many, leisure must be devoted to play which is frivolous and entertaining, rewarding with amusement rather than enjoyment, with avoidance of thought instead of intellectual or aesthetic growth. On the other hand, many people are attempting "stretching exercises" in intellectual and aesthetic fields as a means of relaxation. About a quarter of our population are students in one way or another, many adults spend leisure time in studies ranging from handicrafts to creative writing or philosophy.

13. *As our population has grown and become more urban, there has been an increase in the more passive uses of leisure*--the spectator sports have grown tremendously in popularity, art and music appreciation has spread more rapidly than the creative aspects, the movies and television each claim their millions of devotees. On the other hand, the "do-it-yourself" movement has expanded rapidly also. Not in order to save money, for often it is not a saving, but for the relaxation and creative expression involved in planning and building a bookshelf, sewing a dress, or even in painting a ceiling.

14. The commercialization of aesthetics has created the problem of levels of maturity. The mass media such as cinema, radio, and television are accused, often with validity, of pandering to a low level of tastes. There is a real procedural difficulty involved when the men who control an amusement industry try to serve two or more levels of enjoyment.

15. *Increasing the ability of a whole society to live more richly faces* three sets of *difficulties.* The first is from the intellectual snob who, as a member of a tiny aristocracy of aesthetics, has the only true insight into art; those who do not agree, or understand, or feel, are simply Philistines. The second difficulty

comes from the zealot who espouses the cause of an avant-garde art movement with such fervor and fuzzy-ball enthusiasm that the entire area suffers from this lunatic fringe. The third stumbling block is the bureaucrat who would standardize all tastes and preferences. The art programs of the public schools of a generation ago suffered from this standardization. Happily the trend in aesthetic education has changed.

16. With all of the mediocrity and vulgarization that is present in American society, today's circumstances open doors for enriching life that the ordinary person could never have had access to in preindustrial revolution days. Never have so many lived so richly as today; and even more important, *never has the opportunity to develop one's interests, levels of appreciation, and creativity been so widely and easily available.*

ECONOMIC:

17. *Our economy has grown,* and grown again, *as it has taken the discoveries of pure science and applied them to the enrichment of material aspects of living.* This trend has been both the effect and the cause of a great increase in technicians and engineers in a proliferation of engineering specializations and a great increase in technical schools and engineering colleges.

18. *Modern business has adopted the aesthetics of functionalism.* The principle has been applied to the architecture of office buildings and factories and to "dressing up the product" for consumer appeal. The level of aesthetic taste of the general public has been affected, for the better in many cases, by this trend.

19. It has been pointed out earlier that *consumer desires,* as distinguished from needs, *have been an important factor in expanding the economy.* So as men live more richly--enjoy literature, music, recreational travel, and the like--the whole economy is stimulated.

POLITICAL:

20. *Government may be employed to strengthen the desirable cultural aspects of the society.* During the New Deal, the Works Progress Administration made the federal government a patron of the arts. Unemployed artists, writers, musicians, and actors were given work in their specialities, not only as a stimulation of aesthetic expression and appreciation, but so that their stipends from the Works Progress Administration might swell the national purchasing power. Only the scale and range of the project made it noteworthy; our governments at all levels have long records of patronizing sculptors and painters of murals. Thus in a democracy, the people through their government can cooperate as patrons of the arts.

21. *Respect for the individual and his beliefs must also operate in international affairs.* As a nation, our relations with under-industrialized areas of the world must take the needs and desires of their people as well as our own into account. There is some evidence that as we send experts to improve health and increase food supplies, we are inclined to impose our standards of culture and aesthetics. This attitude is not a new one. Nineteenth-century missionaries were shocked to find tropical people scantily clad; and as they saved their souls, they wrapped their bodies in high-necked, long-sleeved dresses and pantaloons. Actually, we Americans have a great deal which we could and should learn from other cultures. Just as in economic international trade, all concerned can benefit through cultural interchange.

22. If the goal is to live more richly, those who sincerely seek it will find that a conscientious performance of civic obligations carries as its genuine reward an inner satisfaction of duties well done.

23. *A society based on a respect for the individual and embodying safeguards of individual rights is more likely to survive than is a crassly materialistic society.* As the intelligent individual cultivates qualities of character and personality that have a high value in his culture, he will strive to be honest in his relationships with others and considerate of their rights and feelings. He will ask for no personal advantage, will play fair, and refuse to cheat. He will remain loyal to these ideals and will cultivate physical and moral courage. These are qualities which add both breadth and depth to living.